AMERICAN VOCATIONAL ASSOCIATION

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The President's Message

THE good judgment of the Executive Committee in selecting Los Angeles for the 1927 meeting of the American Vocational Association has been confirmed. The local convention committee at Los Angeles is to be congratulated upon the excellence and refinement of its plans for our business and comfort. The weather could not have been more kind nor the people more gracious. I trust the influence of the convention in the Western area may result in a large sustained membership in both local organizations and the A. V. A.

The convention for 1928 will be held in Philadelphia on December 13, 14, and 15. Headquarters will be in the Hotel Benjamin Franklin. We have reason to expect another very successful meeting.

I wish to take this occasion to thank the thousands among our numbers who are not able to attend the annual convention for the professional spirit that induces them to stand by and through their sustained membership in the A. V. A. make the big meeting possible. To each I wish to say frankly, without your support we can have no American Vocational Association. Without such support we could not have had the National Society for the Promotion of Industrial Education, the Middle West Vocational Association, or others of the great educational associations, of which teachers in our movement, whether they know it or not, have been the direct beneficiaries.

The Executive Committee of the A. V. A. has decided, beginning with this year, to publish the convention proceedings and send a copy to each member. This should have been done before but we were financially not in a position to do so until now.

Various A. V. A. committees are busy with studies that may mean much to the work in which we are mutually engaged, and I repeat—no matter how remote you may seem geographically from the convention city, if you are in the field of education represented by the A. V. A., your own status and the effectiveness of your work will be affected by the success of our great organization which transcends local, state, and national political lines.

Our need is that we may, with ever greater precision, come to know our proper objectives and that we and

R. L. Cooley

our institutions may constantly become finer and finer instruments for the accomplishing of our task. Our work is so interdependent that no community can succeed alone. No one of us can be big enough to be either safe or serviceable through any considerable period of time except as he gets from and contributes to our movement.

In our recent trip to California I was impressed with the fact that an orchard can not be saved by one fire pot nor the industry saved by one orchard. Not only are we hopelessly interdependent but our work must assume adequate proportions if our efforts are not to be lost.

R. L. COOLEY, *President,*
American Vocational Association.

OFFICERS OF AMERICAN VOCATIONAL ASSOCIATION

President, R. L. COOLEY
Director of Vocational Education
Milwaukee, Wisconsin

Secretary, Z. M. SMITH
State Director of Vocational Education
Indianapolis, Indiana

Treasurer, CHARLES W. SYLVESTER
Director of Vocational Education
Baltimore, Maryland

EXECUTIVE COMMITTEE

R. L. COOLEY
Milwaukee, Wisconsin

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Director of Vocational Education
Baltimore, Maryland

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Director of Division of Vocational Education, University of California
Berkeley, California

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Ames, Iowa

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State Director of Vocational Education
Hartford, Connecticut

J. B. HOBDY
State Director of Vocational Education
Montgomery, Alabama

STANDING COMMITTEES

I. Duties

1. Each committee will be responsible for the sectional program for its special field or type of vocational education.
2. Each committee shall recommend and foster for its special field, studies, investigations and research projects.
3. Each committee shall recommend institutions or individuals or organizations or agencies to carry on the work indicated in paragraph 2.
4. Each of the Vice-Presidents of the American Vocational Association representing a special type or field of vocational education shall be an ex-officio member of the standing committee of five for the field or type represented by his committee.
5. The standing committee in each case shall be responsible for initiating and developing activities concerned with all phases of work for the special field the committee represents.

II. Personnel

COMMITTEE ON AGRICULTURAL EDUCATION

Chairman, J. D. Blackwell, State Director of Vocational Education, Baltimore, Maryland.

Sherman Dickinson, Professor of Agricultural Education, University of Missouri, Columbia, Missouri.

L. R. Humphreys, State Supervisor of Agricultural Education, Sait Lake City, Utah. (Vice-President and member of Executive Committee.)

C. H. Lane, Chief of Agricultural Education Service, Federal Board for Vocational Education, Washington, D. C.

N. E. Fitzgerald, University of Tennessee, Knoxville, Tennessee.

COMMITTEE ON HOME ECONOMICS EDUCATION

Miss Beulah I. Coon, Chairman, Asst. Professor of Home Economics, University of Chicago, Chicago, Illinois.

Miss Adelaide Steele Baylor, Chief of Home Economics Education Service, Federal Board for Vocational Education, Washington, D. C.

Miss Grace P. Gillett, State Supervisor of Home Economics Education, Olympia, Washington.

Miss Genevieve Fisher, Dean of Home Economics Division, Iowa State College, Ames, Iowa. (Vice-President and member of Executive Committee.)

Miss Helen Livingston, Cass Technical High School, Detroit, Michigan.

COMMITTEE ON TRADE AND INDUSTRIAL EDUCATION

Chairman, L. A. Emerson, Principal, Essex County Vocational School for Boys, Newark, New Jersey.

F. J. Trinder, State Director of Vocational Education, Hartford, Connecticut. (Vice-President and member of Executive Committee.)

A. W. Crawford, Director of Technical Education, Ottawa, Canada.

John T. Cosgrove, First General Vice-President of United Brotherhood of Carpenters and Joiners of America, Indianapolis, Indiana.

E. M. Walsh, Educational Director of International Master Painters' and Decorators' Education Committee, New Haven, Connecticut.

Anna Lalor Burdick, Federal Agent for Industrial Education (Girls and Women), Federal Board for Vocational Education, Washington, D. C.

COMMITTEE ON REHABILITATION EDUCATION

Chairman, S. S. Riddle, Director, Bureau of Rehabilitation, State Capitol, Harrisburg, Pennsylvania.

J. B. Hobdy, State Director of Vocational Education, Montgomery, Alabama. (Vice-President and member of Executive Committee.)

W. F. Faulkes, State Supervisor of Civilian Rehabilitation Education, Madison, Wisconsin.

Ira W. Kibby, Supervisor of Civilian Rehabilitation, Mull Building, Sacramento, California.

H. L. Stanton, State Supervisor of Civilian Rehabilitation Education, Raleigh, North Carolina.

COMMITTEE ON COMMERCIAL EDUCATION

Chairman, Paul S. Lomax, Associate Professor of Commercial Education, School of Education, New York University, New York, N. Y.

Clay D. Slinker, Director of Business Education, Des Moines, Iowa. (Vice-President and member of Executive Committee.)

Regina E. Groves, Supervisor of the Commercial Department and Teacher Trainer for the State Board of Vocational Education, Madison, Wisconsin.

Lloyd L. Jones, Vocational Counselor, West Commerce High School, Cleveland, Ohio.

A. E. Bullock, Supervisor of Commercial Education, Los Angeles City Schools, Los Angeles, California.

COMMITTEE ON PART-TIME EDUCATION

Chairman, Oakley Furney, Supervisor of Part-Time Education, Education Building, Albany, New York.

Emily G. Palmer, in charge of Research and Service, University of California, Berkeley, California. (Vice-President and member of Executive Committee.)

Irvin S. Noall, State Supervisor of Industrial Education, Salt Lake City, Utah.

W. C. Sieker, Principal, Milwaukee Vocational School, Milwaukee, Wisconsin.

Paul L. Cressman, Asst. State Director of Vocational Education, Harrisburg, Pennsylvania.

COMMITTEE ON VOCATIONAL GUIDANCE

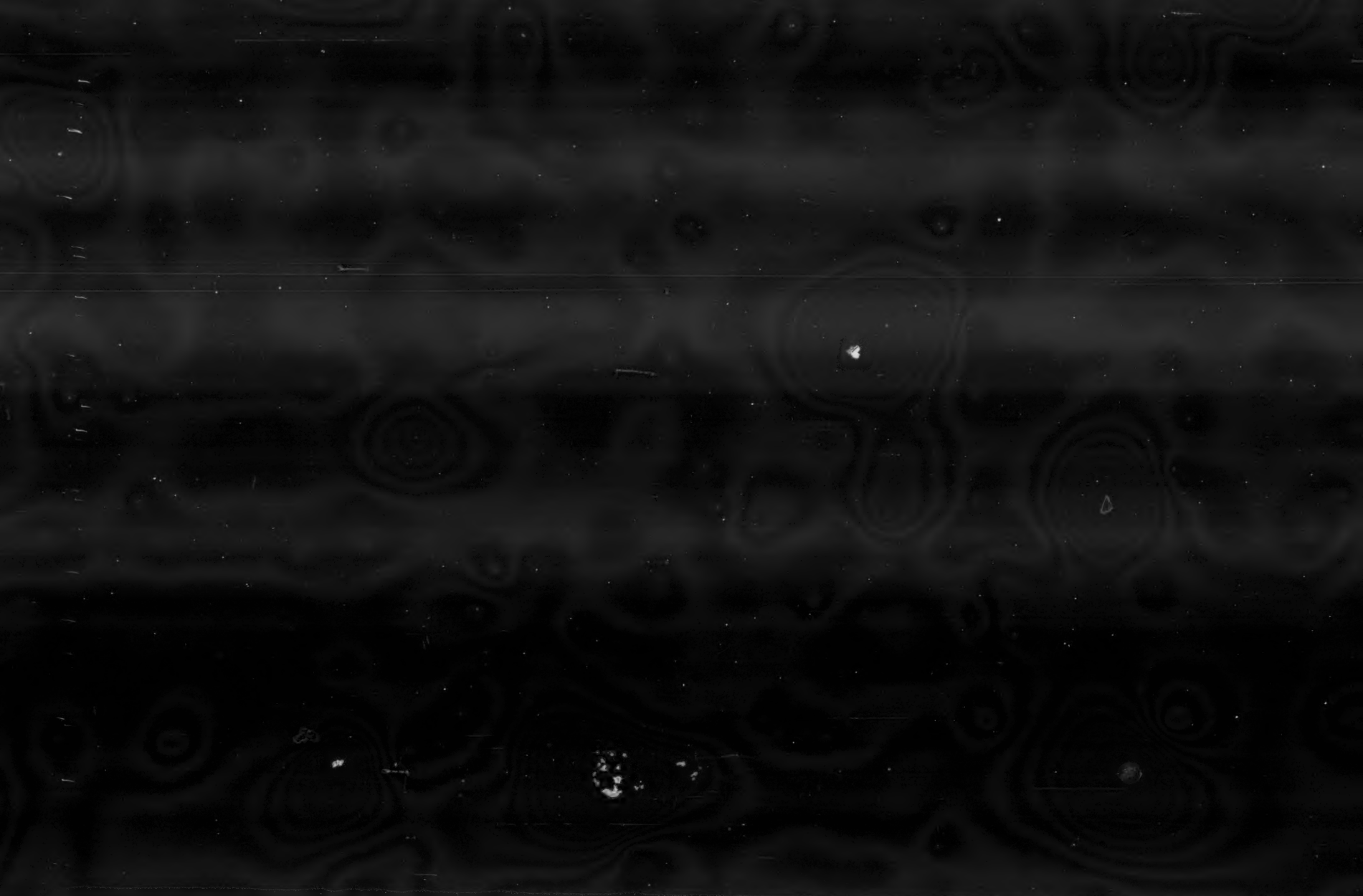
Chairman, A. H. Edgerton, Professor of Industrial Education and Chairman of Courses in Vocational Guidance, University of Wisconsin, Madison, Wisconsin.

Edwin A. Lee, Director of Division of Vocational Education, University of California, Berkeley, California.

John M. Brewer, Associate Professor of Education and Director of Bureau of Vocational Guidance, Harvard University, Cambridge, Massachusetts.

Anne S. Davis, Director of Vocational Guidance Bureau, Chicago Public Schools, Chicago, Illinois.

Wm. M. Proctor, Associate Professor of Education and Director of Practice Teaching, Stanford University, Palo Alto, California.



SPECIAL COMMITTEES

COMMITTEE ON TEACHER TRAINING

Chairman, Robert H. Rodgers, Chief of Division of Teacher Training and Research, Milwaukee Vocational School, Milwaukee, Wisconsin.
Benjamin W. Johnson, Assistant Director of Division of Vocational Education, University of California, Southern Branch, Los Angeles, California.
W. H. Lancelot, Iowa State College, Ames, Iowa.
George E. Myers, University of Michigan, Ann Arbor, Michigan.
Miss Adelaide Baylor, Federal Board for Vocational Education, Washington, D. C.

COMMITTEE ON PUBLICATIONS

Chairman, Professor R. W. Gregory, Department of Education, Purdue University, Lafayette, Indiana.
E. E. Sheldon, The Lakeside Press, R. R. Donnelley & Sons Co., Chicago, Illinois.
Z. M. Smith, Secretary, American Vocational Association, Indianapolis, Indiana.
Chas. W. Sylvester, Treasurer, American Vocational Association, 2811 Mt. Holly Street, Baltimore, Maryland.
R. L. Cooley, President, American Vocational Association, Milwaukee, Wisconsin.

COMMITTEE ON PUBLICITY

Howard L. Briggs, Chairman, Director of Department of Vocational and Practical Arts Education, Cleveland, Ohio.
W. T. Bawden, Director of Vocational Education, Tulsa, Oklahoma. (Texas, Louisiana, Mississippi, Arkansas, Missouri, Kansas, Oklahoma.)
C. A. Bennett, Manual Arts Press, Peoria, Illinois. (At large.)
T. E. Browne, State Director of Vocational Education, Raleigh, North Carolina. (North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee.)
Frank Bruce, Industrial Arts Magazine, Milwaukee, Wisconsin. (At large.)
E. E. Ericson, State Teachers College, Santa Barbara, California. (California, Oregon, Washington Nevada.)
R. W. Gregory, Purdue University, Lafayette, Indiana. (Michigan, Ohio, Indiana, Kentucky, Illinois.)
George B. Hambrecht, State Director of Vocational Education, Madison, Wisconsin. (Minnesota, Wisconsin, Iowa, North Dakota, South Dakota, Nebraska.)
H. A. Tiemann, State Supervisor of Trade and Industrial Education and Civilian Rehabilitation, State of Colorado, Fort Collins, Colorado. (Montana, Idaho, Wyoming, Utah, Colorado, New Mexico, Arizona.)
L. A. Wilson, State Department of Education, Albany, New York. (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York.)
Dr. Charles R. Allen, Editor and Educational Consultant, Federal Board for Vocational Education, Washington, D. C. (At large.)
L. H. Dennis, Deputy State Superintendent of Public Instruction, Harrisburg, Pennsylvania. (Pennsylvania, New Jersey, Maryland, Delaware, Virginia, West Virginia.)

COMMITTEE ON LEGISLATION

Chairman, L. H. Dennis, Deputy State Supt. of Public Instruction, Harrisburg, Pennsylvania.
William S. Taylor, Dean of School of Education, University of Kentucky, Lexington, Kentucky.
Paul W. Chapman, State Director of Vocational Education, Athens, Georgia.
John Callahan, State Superintendent of Public Instruction, Madison, Wisconsin.
H. A. Tieman, State Supervisor of Industrial Education, Fort Collins, Colorado.
Jessie Harris, Mrs., University of Tennessee, Knoxville, Tennessee.
C. M. Miller, State Director of Vocational Education, Topeka, Kansas.
E. E. Gallup, State Supervisor of Agricultural Education, Lansing, Michigan.
Wylie McNeal, University of Minnesota, Minneapolis, Minnesota.
L. R. Humphreys, State Supervisor of Agricultural Education, Salt Lake City, Utah.
Maude I. Murchie, State Supervisor of Home Economics Education, Sacramento, California.

COMMITTEE ON CO-OPERATION WITH INDUSTRY

Chairman, George P. Hambrecht, State Director of Vocational Education, Madison, Wisconsin.
E. S. McKaig, 400 Callowhill Street, Philadelphia, Pennsylvania. (Samuel French Company, Philadelphia.)
Louis Dempsey, Vice-President of the Butterick Publishing Company, New York, N. Y.
Henry J. Roesch, Director of Apprenticeship, National Metal Trades Association, 224 North Clinton Street, Chicago, Illinois.
E. E. Sheldon, The Lakeside Press, R. R. Donnelley & Sons Company, Chicago, Illinois.

COMMITTEE ON INDUSTRIAL ARTS

Chairman, William E. Roberts, Supervisor, of Manual Arts, Cleveland, Ohio.
Clyde Bowman, Director of School of Industrial Arts, Stout Institute, Menomonie, Wisconsin.
Wm. T. Bawden, Associate Superintendent of Schools, Tulsa, Oklahoma.
Wm. R. Ward, Supervisor of Manual Arts, Trenton, New Jersey.
E. E. Ericson, Head of Department of Industrial Education, State Teachers College, Santa Barbara, California.

COMMITTEE ON STANDARDIZATION OF TERMINOLOGY

Chairman, Paul S. Lomax, Associate Professor of Commercial Education, School of Education, New York University, New York, N. Y.

COMMITTEE ON NEED FOR DIRECTORS OF COMMERCIAL EDUCATION

Chairman, E. W. Barnhart, Chief of Commercial Education Service of the Federal Board for Vocational Education, Washington, D. C.
J. O. Malott, Specialist in Commercial Education of the United States Bureau of Education, Washington, D. C.
Regina E. Groves, Supervisor of the Commercial Education Department and Teacher Trainer for the State Board of Vocational Education, Madison, Wisconsin.

COMMITTEE FOR THE DAIRY JUDGING CONTEST

Chairman, C. H. Lane, Chief of Agricultural Education Service, Federal Board for Vocational Education, Washington, D. C.
J. E. Hill, Supervisor of Agricultural Education, State House, Springfield, Ill.
J. A. McPhee, State Supervisor of Agricultural Education, Sacramento, California.
L. M. Sheffer, State Supervisor of Agricultural Education, Athens, Georgia.
H. C. Fetterolf, Ass't Director of Vocational Education, State Department of Public Instruction, Harrisburg, Pennsylvania.

COMMITTEE FOR THE GENERAL LIVE STOCK JUDGING CONTEST

Chairman, C. H. Lane, Chief of Agricultural Education Service, Federal Board for Vocational Education, Washington, D. C.
Guy James, State Supervisor of Agricultural Education, Jefferson City, Missouri.
William Kerr, Director of Vocational Education, Boise, Idaho.
W. B. Nelms, State Supervisor of Agricultural Education, Oklahoma City, Oklahoma.
Ray Fife, State Department of Education, Columbus, Ohio.

ALL LOS ANGELES GREETS A. V. A. DELEGATES

THE CONVENTION DAILY

OF THE AMERICAN VOCATIONAL ASSOCIATION

TAKE THE A. V. A. CONVENTION DAILY NEWS HOME

VOL. I, LOS ANGELES, SATURDAY, DECEMBER 17, 1927 NO. 1

A. V. A. DELEGATES, WELCOME TO STATE AND CITY

C. C. YOUNG

California is always glad to welcome within her borders all those who assemble here in convention from other parts of the Union. Particularly is this true when the convention is desired to serve, not as a mere pleasure excursion, but as a serious effort to improve the conditions under which our present civilization functions. The gathering of educators and others interested in the development of human efficiency should always be productive of that thought which leads to a higher plane of living. Especially should this be true with those educators and friends of education who are particularly interested in the vocational fields.

In welcoming you to California I sincerely hope that you will receive a maximum of inspiration, and that, as a result of this convention, you will take with you on your return to your respective homes a clearer vision of the complex problems of our civilization, and a more determined spirit to aid in the solution of those problems which are peculiarly related to the boys and girls and men and women you are met with their tasks.

May you gain from the conferences here among us a greater enthusiasm for the dignity of labor, and may you pass this enthusiasm on to your fellow workers throughout the nation.

C. C. YOUNG,
Governor of California

GEORGE E. CRYER

To the American Vocational Association, Greetings:

It is with pleasure that I extend to you a welcome to the City of Los Angeles, and at the same time grasp the opportunity to wish you all the joys of this happy holiday season.

You are the guests of one of the busiest, most prosperous and rapidly growing cities in America, a city noted for its progressive people, its generous, open-hearted hospitality, and its wonderful possibilities.

We believe that we can furnish everything necessary to your comfort and happiness, and if you fail to have a good time while you are here I am sure that fact will have to be attributed to your failure to use the scriptural injunction, "Ask and ye shall receive."

We appreciate the importance and magnitude of the work you are doing. In your hands lies the future efficiency of this country. You are the men and women who are preparing the coming generation to carry on the business of America, that she may hold and even improve her commanding position among the civilized nations.

Assuring you of the sincerity of our desire to serve you and make your convention a success in every particular, I remain

(Signed) GEO. E. CRYER.
Mayor of Los Angeles.

DANIEL F. M'GARRY

The Los Angeles Chamber of Commerce takes pleasure in extending a welcome and greeting to the Convention of the American Vocational Association.

Los Angeles is particularly proud of its school system and management and points with pride to its new school of vocational training, the Frank Wiggins Trade School. This institution is a monument to Vocational Education and to Frank Wiggins, who for twenty-seven years served as Secretary of the Los Angeles Chamber of Commerce and gave a long life of service in promoting our community.

Your coming to Los Angeles is an occasion for an expression of sincere welcome from the community and from those who have made preparation for your visit and entertainment. Our institutions and our people will delight in serving you.

Welcome to Los Angeles!

D. F. M'GARRY, President,
Los Angeles Chamber of Commerce.

WILLIAM JOHN COOPER

California educators are very happy to welcome the members of the American Vocational Association to the state. We recognize in you a group of teachers eagerly endeavoring to bring to secondary education a new point of view.

We believe that no state in the Union needs help in its secondary school problems more than does California, and we believe that the educators of the state, and many of the laymen of the state, are ready to receive the messages you have to bring.

In 1924 and 25, the Federal Government informed us that there were 3,850,000 students enrolled in all secondary schools in the country. The same figures indicated that but ten per cent of this enrollment was in the secondary schools of California. A further study of the figure indicates that about half of this population was enrolled in grades nine to twelve inclusive, which meant that about fifty per cent of the population of our secondary schools was at that time enrolled in evening schools, special day schools, part time schools, and junior colleges. Since those figures were taken, we know that our enrollment in junior colleges has virtually doubled.

Progress has been made in cooperative classes with some of the industries of the state. The industrial arts program will have to be developed probably in the part-time arrangement since this seems to be the only way to provide the work atmosphere necessary. The smaller high schools should undertake no program whatever, unless a careful survey of the community indicates a need of workers in a given field.

At the present time, the State Department of Education is endeavoring to interest the people of the State in a comprehensive study of secondary education. We hope, therefore, that your meeting may be profitable and pleasant to you and we are confident that you will stimulate a popular interest in our problems.

WILLIAM JOHN COOPER,
Superintendent of Schools,
California.

MARK KEPPEL

With great pleasure the schools of Los Angeles County welcome the Convention of the American Vocational Association to Los Angeles.

It is regrettable that the season finds schools closed and thus muzzled of the pulsating humanity which gives them purpose.

More vocational education is one of the greatest needs for the youth and for the adults of today and of tomorrow. The field of vocational education should be enlarged until there shall not be anywhere anyone who is unprepared to earn more than a mere living.

Your great Association has a splendid record for work already done and its future is bright with the promise of far greater achievements.

(Signed) MARK KEPPEL,
County Superintendent of Schools.

SUSAN M. DORSEY

Los Angeles welcomes the American Vocational Association and hopes that the convention now being held in the city will prove a memorable educational event, as well as a delightful period of recreation. For the past year the local teachers of vocations have been looking forward to this occasion, knowing that they would profit greatly from meeting those more experienced than themselves in the great science and art of vocational education.

The work to which the Association is committed glows with interest, since not a day passes that does not bring some new invention, some new process or technique, that requires more learning and more teaching, and that gives an impetus to added study and research for the next advanced step.

SUSAN M. DORSEY,
Los Angeles Supt. of Schools.

DELEGATES REGISTER IN BILTMORE HOTEL LOBBY

You are not really of the convention until you have affected registration, secured your convention badge and your registration receipt which entitles you to take advantage of many of the convention privileges including free trips and participation in a large number of fine prizes given away by exhibitors. The registration booth also takes care of your railroad transportation validation without inconvenience to yourself. Be sure to register and leave your railroad ticket.

Your friends and acquaintances will be able to locate you readily if you have registered. You will be able to locate your friends and acquaintances if they have registered.

The registration booth is located in the lobby of the Biltmore Hotel at the American Vocational Association Convention Headquarters, and will be open Saturday from 8:00 a. m. to 6:30 p. m.

Splendid Entertainment Specially Arranged for Huge Banquet at Hotel

The banquet of the American Vocational Association, which is to be held in the ballroom of the Biltmore Hotel at 6:00 this evening, promises to be the most brilliant gathering in educational circles during the season.

The full capacity of the Biltmore ballroom will be utilized and the program is one that will attract every vocational educator to be present.

A pageant presenting California history is being arranged for the entertainment of the guests. This is an original production by Mr. Louis Curtis, vice-principal of the Lincoln High School, and author of a number of operas which have been locally produced.

Speakers of international note will make up the program of speaking, and after the speeches and historical pageant, dancing is arranged for the entertainment of all.

Advance reservations indicate that late arrivals will probably be disappointed if they delay in securing their tickets. Make reservations now at the Entertainment Booth.

Among the noted speakers will be: Edwin A. Lee, President of the American Vocational Association; A. W. Crawford, Director of Technical Education for Cuba; M. A. Bernard, Director of Vocational Education for Mexico; James R. Cosen, Director of Vocational Education for Hawaii; J. C. Wright, Director of the Federal Board of Vocational Education of the United States. Seated about the tables will be the leaders in vocational education of all America.

Big Association Consists of a Number of Different Departments of Education

The American Vocational Association is an amalgamation of the National Society for Vocational Education and the Vocational Education Association of the Middle West. The amalgamation was completed in March, 1926. Both the older associations had a record of real accomplishment in publications, surveys, inspiring meetings, and other contributions to the progress of vocational education. The history of the first year's accomplishment of the big combined organization—the A. V. A.—was a notable one, and culminated in the great Louisville Convention of December, 1926.

On February first, 1927, the total membership of the A. V. A. was 3,378. This membership consists of vocational teachers and men and women from industry and business. Practically every state in the Union is represented, as well as the Dominion of Canada, Mexico, and Hawaii. Twenty-seven of the states have affiliated organizations. When the results of the active campaign for membership which is being waged in every state are known, the number of members at the present time will be well over eight thousand.

The A. V. A. consists of the following branches of education: Agriculture, Commercial, Home Economics, Industrial Arts, Part-Time, Rehabilitation, Trade and Industrial, and Vocational Guidance.

MEMBERSHIP OF A.V.A. CONSTANTLY INCREASES

By Z. M. Smith, Secretary

In point of membership and of opportunity for meeting real needs, the year immediately ahead promises to be epochal in the life of the American Vocational Association. During the two years the association has operated under its present name, the membership has increased from 2064 to 4100. The indications now point to a membership of over 8000 within the next eight months.

Industry of every classification is ripe for guidance, leadership, and actual service in meeting educational needs of workers.

SECRETARY COMMENDS COMMITTEE MEMBERS

It has been my privilege to work with numerous convention committees within the last twenty years. Many of these committees have been highly satisfactory from every point of view regarding their organization, their attitude, and their effectiveness. Measured on the basis of all items that need to be considered, the Los Angeles A. V. A. Convention Committee easily ranks supreme in my experience with committees.

When I speak of the convention committee, I include the sub-committees on publicity, registration, transportation, hotels, information, entertainment, section and general meeting places, finance, exhibit, and banquet.

President Lee, Native Son, Welcomes Delegates to L.A.

EDWIN A. LEE

It is a great pleasure to welcome the delegates to the Los Angeles convention of the American Vocational Association. This pleasure is enhanced because the president of the Association is also a Californian and he is welcoming you to his home-land. It is our wish that you may find every aspect of the second annual convention and of the Association to your liking.

Committees have worked for months to make the physical conditions as nearly perfect as possible. Other committees have planned a program of addresses and conference which is second to none in the history of vocational conventions. Still others have been mindful of the entertainment features of such a meeting. We trust that the combined result of the convention may mean many new professional friends, increased enthusiasm for the program of vocational education throughout the country, and a certain determination to miss no future meetings of the A.V.A.

Edwin A. Lee,
President, American Vocational Association.

ATTENDANT WILL MAIL L.A. MAPS FOR A.V.A. MEMBERS

As each A. V. A. member registers, he will be presented with a beautiful art map of the city of Los Angeles, engraved in five colors. Many members will doubtless wish to mail these home. The attendant at the map table in the lounge near the Registration Booth, Hotel Biltmore, will mail these maps if each member will leave the map, his name, address and ten cents there.

WHERE DELEGATES MEET

1. Executive Committee
   Room 245, Biltmore Hotel
2. Agriculture
   City Library, Lecture Aud.
3. Civilian Rehabilitation
   Biltmore Hotel, Room 7
4. Commercial Education
   Belmont High School Aud.
5. Home Economics
   Alexandria Hotel, Ball Room
6. Industrial Arts
   Biltmore Hotel, Foyer
7. Industrial Education
   Biltmore Hotel, Ball Room
8. Part-Time Education
   Metropolitan High School, Auditorium
9. Vocational Guidance
   Biltmore Hotel, Room 3
10. Teacher Training
    Hotel Clark, Banquet Room
11. Conference on Printing Education (Tuesday p.m.)
    Frank Wiggins Trade School, Room 217
12. Special Committee Meetings
    Biltmore Hotel, Sample Room
13. California Vocational Association (Tuesday p.m.)
    Biltmore Hotel, Ball Room

BANQUET RESERVATIONS MUST BE MADE AT ONCE

In order to be assured of proper accommodations at the banquet this evening and at the various breakfast luncheon and dinner sessions, delegates should make their reservations at the entertainment booth at the earliest possible moment.

Hotels can give much better service if they know in advance how many to expect. Banquet reservations for this evening are going so fast that those wishing to attend should make reservations immediately. Only one thousand can be accommodated.

Reduced Reproduction of the First Page of Convention Daily

Told by the State Directors

BELOW is printed the up-to-the-minute situation of the vocational education movement in the United States. The information was secured on Wednesday and Thursday from the directors of vocational education of the various states assembled in Los Angeles for their annual conference. Some of the directors were missing from the conference, and as a consequence a number of the states are missing from the report.

Many of the directors gave the latest figures, such as the number of vocational schools, trade schools, number of students and sums of money appropriated for this type of education. Mr. Bullock, supervisor of commercial education of Los Angeles, collected the material and published it in *The Convention Daily*.

ALABAMA

The support of industry and business in Alabama was the basis for recognition by the recent legislature in making an unconditional annual appropriation of $200,706 for furthering the State Vocational Education program. This amount is in addition to that already being made from State sources to match Federal funds on a 100 per cent basis, and gives assurance that Alabama recognizes vocational education as a definite part of its public education service.

J. B. HOBDY,
State Director of Vocational Education.

ARIZONA

The Division of Home Economics is working on the problem of training teachers for the adult education program in homemaking through the establishment of method courses, observation units, and supervised teaching.

MILDRED WEIGLEY WOOD,
Supervisor, Home Economics.

Homemaking classes in rural and village schools, designed especially for over-age girls, have been organized throughout the state.

GRACE A. FARREL,
Supervisor, Homemaking Classes.

The State Board of Vocational Education and the University of Arizona co-operated this year to establish teacher training courses in the College of Agriculture. The vocational agricultural education is in charge of Professor L. D. Klemmedson, who acts in the capacity of itinerant teacher-trainer and as resident teacher-trainer.

All high schools have agricultural departments and evening courses for adults.

The department offered an intensive "Leadership Course in Co-operative Marketing" which has had the most far-reaching effect of any one piece of service offered.

Plans have been perfected, but not yet put into operation, for an extensive program of training in "community organization."

HALBERT W. MILLER,
Supervisor, Agricultural Education.

ARKANSAS

Arkansas has 268 vocational departments, with an enrollment of 6580. There are eight state supervisors of vocational education, and $233,000 has been appropriated for the work, including federal funds.

DELAWARE

Among the recent developments in vocational education in Delaware, the following may be listed:

1. Establishment of a trade school (for whites) in Wilmington, Delaware, with a well-qualified person appointed as director.
2. Establishment of a vocational department in the colored high school.
3. Appointment of ten different trade advisory committees (four members each) to co-operate with the Vocational Board of Education.
4. Appointment of a Vocational Guidance Counselor in Wilmington.
5. Appointment of a well-qualified person in agriculture to conduct vocational evening courses with adult farmers.

R. W. HEIM,
State Director, Vocational Education.

COLORADO

Colorado receives $80,000.00 annually from the Federal Government for agricultural, home economics and trade and industrial education. The general assembly of Colorado matched the federal appropriations on a dollar for dollar basis.

It is the policy of the State Board for Vocational Education to reimburse vocational schools, established by the local school districts, to the extent of 50 per cent of the salaries of vocational instructors. Thus we are spending for vocational education in round numbers in Colorado approximately $320,000 annually.

There are day, part-time and evening schools in agriculture in forty-two centers in Colorado; in home economics in thirty-nine centers; and in trade and industrial education, in sixteen centers.

The Denver Opportunity School is Colorado's largest and most popular vocational school. About four thousand stu-

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The above was copied from *The Convention Daily*, which was published on Saturday, Monday and Tuesday, December 17, 19, 20, 1927, the days the convention was in session. On the opposite page is a reproduction of the front page of the first number of the *Daily*. The publication was a four-page news sheet of newspaper size.

We are indebted to this paper for several of the items in this number of the NEWS BULLETIN.

dents are enrolled at this institution in all lines of vocational education.

Evening classes in coal mining, metallurgy, beet sugar technology, building trades, other skilled trades, agricultural and home economics subjects are popular in Colorado. Apprenticeship programs are being rapidly established in the larger industries as well.

H. A. TIEMANN,
Acting State Director, Vocational Education.

CONNECTICUT

The unique feature of the Connecticut plan of trade education is the fact that the trade schools are state schools supported by state and federal funds. The local community, by contract with the State Board of Education, furnishes a building, light, heat, power, and janitor service. The State meets all other costs and operates the school. Non-resident pupils may have one-half of the cost, not to exceed fifty dollars per year per pupil, of transportation to a trade school. Tuition is free. These schools were established in 1910.

The development of foreman training conference works in conjunction with the industries.

Two additional trade schools are to be opened in Hartford and Willimantie.

A. B. MEREDITH,
Commissioner of Education.

FLORIDA

The present status of vocational work in Florida is given in the following statement of the number and types of schools and classes. There are eleven home economics classes with eleven teachers and, in addition, evening classes; seven centers providing part-time trade and industrial training with twenty-six teachers; twelve day-trade classes with twelve teachers; and thirty-five evening trade extension classes, with thirty-five teachers.

Florida spends more than three dollars for each federal dollar appropriated to the state for vocational education.

Vocational rehabilitation was added to the vocational service July 1, with an appropriation of nine thousand dollars from state funds.

In the trade and industrial field, foreman training has begun.

C. O. HOLLEY,
State Supervisor, Trade and Industrial Education.

GEORGIA

Georgia made the greatest increase in enrollment in vocational classes last year of any one year since 1917. Last summer the state legislature granted the greatest increase in funds for vocational education of any session of the General Assembly for ten years.

PAUL W. CHAMPAN,
State Director.

IDAHO

The following figures give some indication of the extent of vocational education in Idaho:

		No. Students
22	All-day agricultural schools	1000
14	All-day homemaking schools	500
1	All-day trade school	15
1	Part-time trade apprentice school	90
16	Adult evening classes in agriculture	350
6	Adult evening classes in homemaking	150
20	Adult evening classes in trades	300

The most significant recent development is the co-operation with Oregon Short Line Railroad Shops on apprenticeship training program.

WILLIAM KERR,
Director.

ILLINOIS

The three outstanding phases of vocational education in Illinois may be described as follows:

Part-Time Classes in Agriculture

Some fifteen years ago a part-time class in agriculture was organized in the Geneseo High School. That course has continued during the three winter months each year up to the present.

Evening Schools in Agriculture

Three years ago the first evening school in agriculture was conducted in Illinois. Last year that number had increased to more than fifty, with an enrollment of over three thousand adult farmers.

The State of Illinois is divided into twelve sections for the purpose of administration of the work in vocational agriculture.

J. E. HILL,
State Superintendent of Agricultural Education.

INDIANA

For the year ended June 30, 1927, Indiana expended $1,320,000 for vocational education. The Federal Government supplied $195,000 of this amount, the state funds totaled $245,000, and the remaining $880,000 were paid from local funds. One-half of the total expenditure was for agriculture, while approximately one-third was for trades and industry.

Probably the one outstanding phase of the work in trades and industry is the part-time co-operative program.

Two problems in agriculture are being given special emphasis. These are the supervised farm practice of all-day pupils and the professional improvement of teachers in service.

Z. M. SMITH,
State Director, Vocational Education.

KANSAS

During the present year Kansas has ninety-six vocational agricultural schools, with an enrollment of two thousand boys. Besides these, there will be held forty or more evening agricultural schools for adult farmers, with an enrollment of about two thousand men and women.

One of the outstanding developments is the increased interest in foreman training and the addition of a full-time man for this work.

Increased interest in the use of the project method of teaching in agriculture and the addition of a full-time man for the supervisor of that work is an interesting development in agricultural education.

C. M. MILLER,
State Director.

KENTUCKY

Perhaps the most significant recent development in Kentucky is the increased facilities for training teachers of home economics. The University of Kentucky, the institution designated for this service, has perfected an arrangement with two high schools near the University at Lexington, whereby the students enrolled in home economics teacher training courses have an opportunity to do their observation and practice in these schools.

WILLIAM S. TAYLOR,
Dean, College of Education,
University of Kentucky.

MAINE

The most significant recent development in the vocational education movement in Maine is the growing interest of industry in our vocational program, and the call from the smaller communities for courses in agriculture and home economics. There is also evidence of an awakening to the need for vocational education on the part of local superintendents.

S. E. PATRICK,
Vocational Education, State Director.

MARYLAND

Among the recent developments in vocational education in Maryland, the following may be listed:

In Home Economics

1. A full-time state supervisor of home economics has been appointed.
2. A girls' vocational school has been established in Baltimore.

In Industrial Education

1. Evening classes have been organized at Cumberland and Hagerstown.
2. The number of classes for prospective mine foremen has increased from 5 to 8.
3. Four new instructors in teacher training have been added this year.

In Agricultural Education

The number of departments has increased approximately 100 per cent, and the enrollment has increased from 371 to 1000 since 1923.

J. D. Blackwell,
Director, Vocational Education.

MINNESOTA

Minnesota is decidedly agricultural. Enrollment in vocational schools and classes is constantly increasing. Farm practice under skilled supervision is the outstanding feature. A decidedly strong showing in quality of instructorship and leadership, effecting fine results in part-time and evening classes, is being made.

E. M. Phillip,
Director.

MISSISSIPPI

Mississippi is a state with a very large rural population, and her educational program, therefore, is largely one of rural education. This year there are three hundred and fifty-four vocational departments distributed over seventy-seven of the eighty-two counties of the state. Of these departments, one hundred and sixty-three are agriculture, one hundred and six home economics, and eighty-five trade and industrial. Last year the enrollment of day, part-time and evening pupils in vocational classes was 7,603.

The most outstanding development in vocational education recently is the formulation and adoption of a written community program this year by each rural vocational school of the state. The results thus far have been very satisfactory indeed.

F. J. Hubbard,
State Director, Vocational Education.

MISSOURI

There are one hundred and twenty agricultural, eleven trade and part-time and seventy home economics schools in Missouri with enrollments of 3360, 7000 and 2000, respectively.

The sum of $440,000 is expended annually from state and federal funds as special subsidy for carrying on the vocational program.

George W. Reavis,
State Director, Vocational Education.

NEVADA

Combining of State Department of Education and the Vocational Education Department under one head is the development of the day.

Walter N. Anderson,
State Director.

NEW JERSEY

The full-time vocational schools in New Jersey number thirty-eight, of which fifteen are trade and industrial, fifteen agricultural and eight home economics.

The so-called practical activities in New Jersey are organized under two laws, a "manual training" law, and a "vocational" law. The vocational law calls for separate schools, as listed above, and the work under the manual training laws is organized as a part of the elementary and high school instruction. Approximately two hundred districts, representing possibly four hundred schools, give instruction in manual training subjects. The enrollment in the vocational group is approximately 20,000, under manual training, approximately 200,000.

Appropriations are approximately:

By the State

Vocational	$300,000
Manual Training	600,000

By Local Community

Vocational	$1,000,000
Manual Training	1,500,000

The vocational education work is in charge of a state director and six state supervisors.

The most important phase of recent work is the growth of apprentice training in connection with evening vocational schools.

Wesley A. O'Leary,
Assistant Commissioner of Education.

NEW YORK

Important facts pertaining to the vocational education, industrial rehabilitation and care of physically handicapped children in New York during the year 1926-1927.

1. Statistical Data—

Type of School	*No.*	*Enrollment*
Continuation	86*	158,603
Day Industrial	42	15,917
Evening Industrial	46*	25,052
Day Homemaking	131	7,402
Evening Homemaking	48*	18,182
Agriculture	81	2,070
Total	434	227,226

*Cities.

2. Cost of above Program—

Federal Funds	$ 478,000
State Funds	1,039,000
Local Funds	1,172,000
Total Cost	$2,689,000

3. Teacher Training Enrollment (Resident and Extension)

Agriculture	189
Homemaking	463
Industrial	1,537
Total	2,189

4. About 900 physically handicapped persons were retained and returned to profitable employment.
5. Crippled Children Bureau organized to provide for education, training and general welfare of crippled children. Work under way.
6. New York is committed to a policy of training foreman conference leaders and providing follow-up source. About 100 conference leaders now in training.
7. County vocational boards have been appointed in eighteen counties. Thus far these boards have limited their work to agriculture and crippled children.
8. A supervisor of apprentice and evening industrial classes will be added to the staff of the state office on January 1.
9. The organization of vocational and educational guidance programs is encouraged by the state. Quite a large number of cities have appointed especially trained teachers on either a full- or part-time basis in this field of work.
10. Bulletins pertaining to nearly all of the above activities may be obtained by writing the State Department of Education, Albany, New York.

NORTH CAROLINA

In North Carolina there has been a large increase in the number of schools giving homemaking courses, both in day and evening work.

Evening classes in agriculture are on the increase, too, and the organization of students in vocational agriculture into state organization is a significant development. This organization will have a local chapter in every school teaching agriculture.

T. E. BROWNE,
State Director, Vocational Education.

OKLAHOMA

Oklahoma City has just voted a bond issue of $10,500,000 for public improvements, including facilities for the educational system. In this issue is included funds for new shops in connection with the Central High School, which will be converted into a technical and vocational school.

An important recent development, too, is a definitely established working relation between the Four H Club work and Vocational Agriculture.

C. W. BRILES,
State Director, Vocational Education.

OREGON

Oregon has in all fifty-four centers where some form of Vocational Education is carried on in the fields of Agriculture, Industry and Homemaking.

The Apprentice School in Portland is second to none and is a co-operative endeavor of employer, employe, state and federal governments, together with the local school system.

The most significant recent developments have been in the addition of a farm shop course for farmers, a state-wide program for the training of locomotive engineers and the establishment of co-operative nutrition classes for mothers.

O. D. ADAMS,
State Director, Vocational Education.

PENNSYLVANIA

A few statistics will illustrate the range of the work throughout the state:

Fifty-seven different trades are being taught to 12,300 students by six hundred trade teachers.

Twelve hundred plumbing apprentices are receiving training on part-time extension basis.

Twenty-four state and national trade associations are cooperating with public school officials in the development of trade education.

Vocational agriculture is taught in 165 rural communities, and 1580 farmers were enrolled in farmers' short courses last year.

Fourteen hundred teachers of home economics are employed in the public schools of Pennsylvania.

One hundred and seventy thousand girls and young women are receiving instruction in day, part-time and evening classes.

Forty-eight thousand pupils are enrolled in part-time schools, where an effort is made to assist them in their transition from school to industry.

Sixteen cities in the state operate part-time co-operative industrial courses.

L. H. DENNIS,
State Director, Vocational Education.

TEXAS

Including agriculture, homemaking, trade and industrial schools and classes, Texas has more than six hundred at the present time. All phases of the work have been greatly expanded this year, due to the state's matching federal funds which gives us over $700,000 from federal and state funds for all phases of the work. This is exclusive of local money spent on the work.

In trade work, the part-time and evening school program is promoted above the day trade preparatory because it reaches the worker. Women and men in industry are taken care of on an equal basis.

Foreman training work is being successfully carried on in the oil industry to such an extent that we have great demand for the foreman conference leader's time.

N. S. HUNSDON,
Director of Trade and Industrial Education.

WASHINGTON

The greatest development in vocational education in the State of Washington recently is the evening and part-time trade and industrial work, and in the all-day and evening agricultural work.

W. G. HUMMEL,
State Director, Vocational Education.

WEST VIRGINIA

Our best job is among coal miners. We enroll about 1500 each year in regular classes in about fifty centers, under six or eight trained and experienced instructors in all phases of mining.

J. F. MARSH,
Director, Vocational Education.

WISCONSIN

The forty-three Wisconsin part-time schools reached, in 1925-1926, 34,190 juvenile workers, 14 to 18 years of age, in the day part-time schools and 35,282 adult workers in our night schools, a total of 69,472 working people.

In 1926-1927 the number approximates 75,000 workers.

GEO. P. HAMBRECHT,
State Director.

WYOMING

In the State of Wyoming the most significant growth in Agricultural Education is in wider interest and a 100 per cent increase this year in the number of adult evening classes.

Part-time schools, in conjunction with industries, have been started.

F. M. TREAT,
Director, Vocational Education.

AMERICAN VOCATIONAL ASS'N

Membership, February 1, 1928

Alabama	158	New Hampshire	1
Arizona	10	New Jersey	45
Arkansas	69	New Mexico	38
California	995	New York	46
Colorado	1	North Carolina	30
Connecticut	79	North Dakota	48
Delaware	66	Ohio	193
Florida	50	Oklahoma	23
Georgia	51	Oregon	53
Hawaii	1	Pennsylvania	396
Idaho	20	Rhode Island	0
Illinois	505	South Carolina	2
Indiana	265	South Dakota	0
Iowa	113	Tennessee	91
Kansas	118	Texas	230
Kentucky	69	Utah	13
Louisiana	4	Vermont	0
Maine	76	Virginia	0
Maryland	17	Washington	6
Massachusetts	4	West Virginia	24
Michigan	188	Wisconsin	299
Minnesota	58	Wyoming	4
Mississippi	19	District of Columbia	11
Missouri	188	Canada	3
Montana	2	Mexico	1
Nebraska	5		
Nevada	29		4714

Any person interested in vocational education is eligible to membership.

MR. HUGHEY TELLS OF ACADEMIC TEACHINGS

Superintendent A. H. Hughey, of El Paso, believes the traditional teaching force is too academic and too impractical to connect up with employment.

"If a superintendent is conscientious in his survey," Mr. Hughey said at Saturday's opening general session, "he must see a great gap in the service his schools render. He must see thousands of boys and girls leaving school too young, either because actually they must at once earn a living or they must prepare by experience in employment for earning a living. His schools are aloof from the 'making a living' problem which is the greatest problem facing the average boy and girl. The traditions of 'teaching school' and the background of his teaching force are too academic and too

A. H. Hughey

unpractical to connect up the human material in his charge with the lines of human employment in his city. The schools excuse themselves as giving a 'general' preparation for life. And yet it is generally admitted that the function of public schools is much more than the teaching of English, arithmetic, history, languages, science, etc., more than college preparation, more also than giving a superficial view of such various arts as music, drawing, manual craftmanship, home economics, etc. We assume some responsibility for health, for morals and ethics, for civic and social training, and we provide from state school funds for preparing young men and women specifically for such professions as law, medicine, engineering, dentistry, teaching, etc. But when it comes to the skilled trades we take a diligent abstract attitude and toy with the problem. To tackle trade training fearlessly and thoroughly means to work with boys and girls as human beings and with employers as the users of the acquired skill of our product in these boys and girls. Our schools seem to take a gingerly, theoretical, abstract or academic attitude toward this task. For this reason trade schools, vocational schools, or work schools, as they are variously called, must be separated distinctly and severely from our present academic schools and trade teachers must be made to connect up closely with employers and avenues for employment in the city. The real test of a teacher of a vocation is whether his product can find and hold a job. If his boys and girls can thus make good in earning a living the teacher is glorified, if not, he is rubbish. Let him get out of vocational education and, if he has the culture and scholarship, go into academic education where standards are less severe and more vague and his ineffectiveness has a better chance to be forgiven. Vocational education is a field in itself and not an appendage of a system of academic education."—*The Convention Daily*.

SPEAKER ADVOCATES HIGH GRADE FARMERS

"Our big concern is not so much with the numbers who migrate to the cities, as it is with the quality of those who remain on the farms," said Mr. H. M. Skidmore in his talk Saturday morning before the Agricultural Section meeting at the City Library.

"The movement should operate in such a way as to leave in the country those elements of rural population best suited to an efficient type of farming," Mr. Skidmore declared. One of the most promising trends of agricultural education is to effect a higher type of living on the farm and higher standard of rural citizenship.

The three classes of agricultural education—all-day, part-time, and evening instruction—were discussed by Mr. Skidmore. There has been a steady increase in all-day enrollment, which may be expected to continue, but the big field is evening classes.

"Undoubtedly," said Mr. Skidmore, "the evening high school is the most important and uncultivated field lying before us in Vocational Education in Agriculture." It reaches out beyond the pale of the day school and takes care of the adult farmers and others out of school. The day school deals with apprentices; the evening school with journeymen workers. It is when adult farmers come up against man-sized problems that they will most appreciate the need for specific instruction and will be able to grasp the opportunities fully. "Any program that neglects this field," stated Mr. Skidmore, "will be incomplete and unsatisfactory."

Part-time education, too, has a broad future. In states where farm activities are at a standstill during the winter, there is a splendid opportunity for intensive short-unit courses of a few weeks' duration.

The prospective farmers of today are studying ways and means whereby the farm business may be tied up with industry and profit by the methods used in industry. Said Mr. Skidmore, "It is realized that farming can no longer be the self-contained industry that it has been in the past, and the next decade should see more business in farming than has ever been experienced."—*The Convention Daily*.

MR. BROWNE SUBMITS AGRICULTURAL REPORT

All the way from Raleigh, North Carolina, came Mr. T. E. Browne, Director of Vocational Education for that state, who presented a fine report Saturday at the section meeting on agricultural education. This report dealt with "The Changes in Philosophy and Practices in Vocational Agricultural Education during the Past Decade."

A very definite philosophy underlies the education which is given agricultural students. The slogan is "Learn to do by doing." Agricultural teachers feel that a boy who is doing a job which challenges his interest is in a much better learning situation. His interest will be accentuated when he is doing a job on his own farm, with personal profit, and feels that he is engaged in a real business enterprise. In a word, the philosophy behind vocational agriculture is to produce successful, satisfied farm folks.

Interesting high lights on the changes in the teaching of agriculture were presented by Mr. Browne. Formerly the

work was given in a separate vocational school for boys with all practice done on the school farm. Today, Departments of Vocational Agriculture have been introduced in the consolidated rural schools with directed home practice. The practice of giving agriculture in separate schools seemed to discriminate against the boy who took agriculture. This discrimination was overcome when the agriculture course became an integral part of the high school course of study.

Another change in practice is the enlargement of the program to include members of the community who want definite instruction in agriculture. This is accomplished by organizing all-day classes in the school for the boys in regular attendance, and part-time, short unit, and evening classes for boys not enrolled and for adult farmers.

No longer do we have logically arranged courses by years, but specific instruction centering around definite jobs and following the job analysis method of instruction. Both the home projects and the farm shop program have been enlarged to include much additional work.

A great advance has been made in the development by each teacher of agriculture of a definite community program of work, out of which has grown the program of instruction. —*The Convention Daily.*

CANADIAN DIRECTOR GREETS VOCATION SCHOOL WORKERS

A. W. Crawford, director of Technical Education for Canada, brought greetings from the various provinces comprising the Dominion of Canada and particularly from the directors, principals and teachers engaged in the work of vocational education. He said that it has been his privilege to attend the gatherings of the Association for the past seven years and that great benefit has been derived therefrom. He congratulated the members most heartily on the formation of the Association and particularly on the efforts which have been put forth to make the present meeting international in scope and character. He is glad to be associated with representatives of the United States, Mexico and the Hawaiian Islands in the promotion and development of vocational education.

Mr. Crawford reviewed the growth and development of vocational education in Canada. He stated that while this type of education in Canada is still in the early stages of development it is making rapid progress, and already in a number of industrial centers the number of pupils enrolling in vocational classes exceeds the number entering the established high school courses. During the past eight years, the number of pupils enrolled in day vocational classes has increased from 8,512 to 34,675, and the total enrollment in all vocational classes throughout the Dominion is approximately 100,000. A brief summary of the outstanding features in each of the nine provinces of the Dominion was included in Mr. Crawford's address Saturday.

Mr. Crawford dealt at some length with the administration of the Act under which Federal aid is granted in Canada to assist in the development of vocational education. He also pointed out some of the differences existing between the methods of administration in Canada and the United States. —*The Convention Daily.*

INDUSTRIAL ARTS NEEDED BY PUPILS, SAYS WILSON

One of the speakers at the Industrial Arts Education Section on Saturday morning, in the foyer of the Los Angeles Biltmore Hotel, was Mr. H. B. Wilson, Superintendent of Schools, Berkeley, California. Mr. Wilson's topic is, "The Place of the Industrial Arts in the Public School Program."

Mr. Wilson made the following points:

1. In offering a fair and adequate democratic educational program the Industrial Arts are necessary. They help to enrich the course of study, doing the following things: meet the needs that normally arise in the life of the child from the first grade through the high school. Change is the outstanding need of these times and in education a varied course of study helps to provide profitable opportunities for the child's living during these succeeding changes.
2. The Industrial Arts subjects increase the opportunities for success on the part of all the children.
3. The Industrial Arts subjects increase the child's opportunity vocationally to discover himself.
4. The Industrial Arts subjects make for democratic, cooperative understanding and neighborliness.
5. The Industrial Arts subjects make for richness of each individual's personal life.—*The Convention Daily.*

INDUSTRIAL SECTION HEARS MR. W. J. COOPER

At the meeting of the Industrial Arts Section on Saturday morning, held in the foyer of the Los Angeles Biltmore Hotel, Mr. William John Cooper, Superintendent of Public Instruction in California, spoke on "The Destiny of Industrial Arts in the Senior High School," as follows:

"It is difficult to predict the place of industrial arts education in the high school for several reasons. Among these are:—first, the high school was developed as a preparatory institution, while the successful teaching of a vocation demands, I believe, an institution which regards itself as actually completing something; second, the high school has endeavored to maintain for all types of work the administrative organization, types of teaching, and standards of work designed in terms of the old preparatory curriculum; third, the school has been unable to duplicate the 'work atmospheres' of the factory and this appears essential for successful results. Our experiments with high schools of commerce and manual arts high schools have not fulfilled our hopes and expectations.

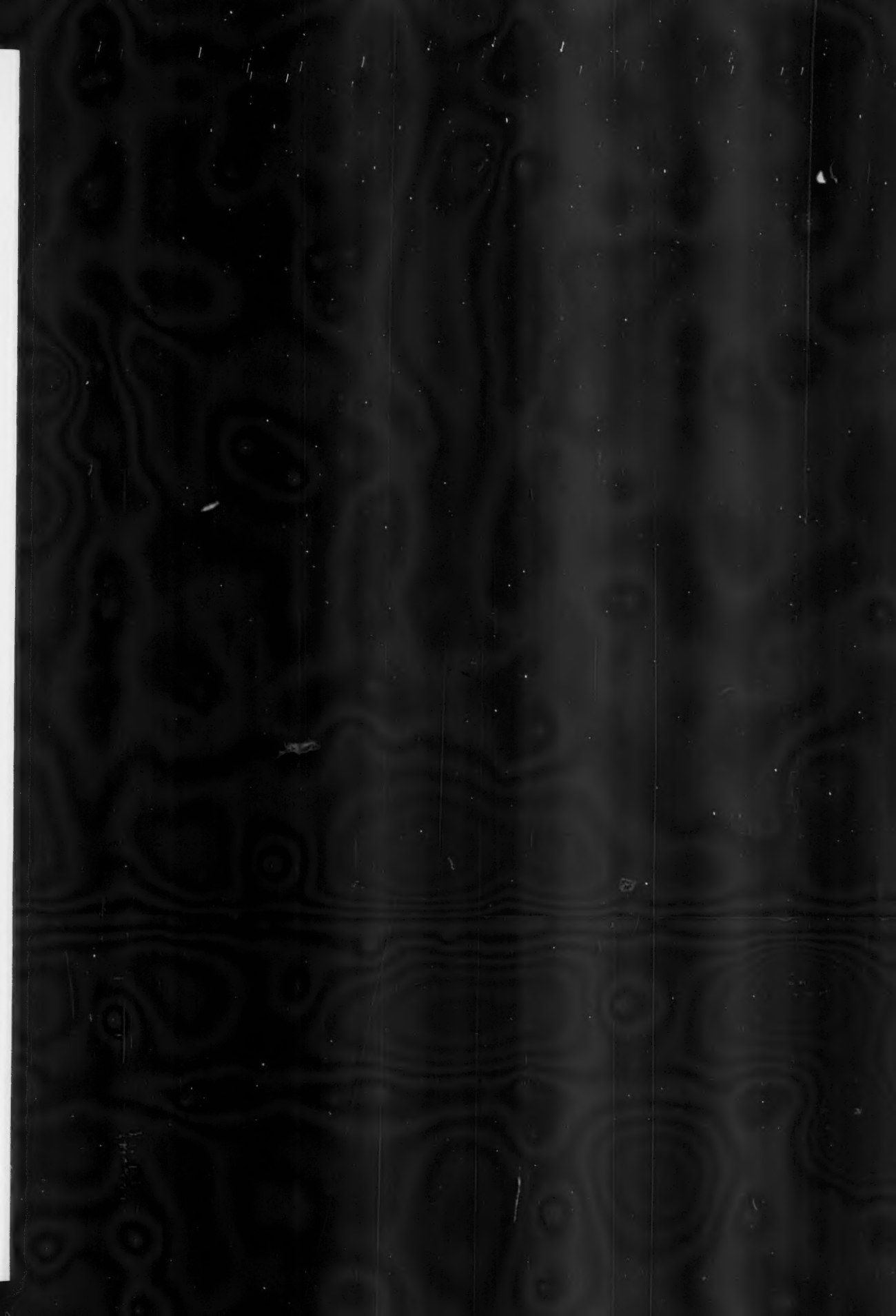
"Separate trade schools, especially where these minister to students of adult years as well as of high school age and offer courses both day and evening, should work well in larger cities. California has one such school with excellent equipment—the Frank Wiggins Trade School in Los Angeles. Such schools can break completely with the traditions of the high school.

"Where this cannot be done and it obviously cannot be done in small communities, it will be necessary to reorganize the whole school system, and to give to each unit of that system a set of objectives toward which to work. California's most promising move in this direction has been the development of the junior college. The pioneer work of this institution has not been entirely satisfactory for two reasons: first, a two year unit does not allow sufficient administrative and curricular flexibility; second, the period of student life is too short to develop institutional life and school spirit. But on the other side of the present senior high school we have a successful junior high school system. We have compelled it, however, to turn over to the high school its students just one year before many of them will quit school. It is so obvious that the junior school could do more for such pupils than the senior school can do that many are inclined to lengthen the junior school course to include the tenth grade. If we do this we can readily make our secondary school system cover a period of eight years divided into two parts: (a) the early secondary (Grades 7-10) perhaps still known as the high school; (b) the later secondary (Grades 11-14) probably known as the city or county college.

"For each of these schools we might set up objectives somewhat as follows:

For the Early Secondary School

1. Learning to study.
2. Orientation through guidance and counselling.



3. Prevocational.
4. Vocational—trades and office.
5. Professional—preparatory tools.

For the Late Secondary School

1. Liberal education.
2. Professional Preparatory.
3. Vocational—skilled trades, semi-professions and business.

"Should this organization be set up, our immediate problems so far as vocational education is concerned would be:

1. A vocational survey of the community to which the schools ministered. Such a study as the one made at Fresno, California, gave the school an idea of what training it should give, interested the employers in co-operating with the school system, and gave the teachers an insight into the conditions in which their pupils must work.
2. A job analysis of these occupations with a view to discovering which of our secondary schools should afford actual vocational training for each calling.
3. An organization of the curricula to provide this training in the right school and at the same time provide sufficient health education and citizenship, education and vocational education as required for well balanced living.
4. The development of courses for instruction part time in the classroom and part time "on the real job" as necessary to get the "work atmosphere."
5. The establishment of criteria by which to measure the success of these experiments and a staff capable of conducting a continuous survey and evaluation of results."—*The Convention Daily*.

MR. SELVIDGE REPORTS ON EUROPEAN RAILWAYS

At the Trade and Industrial Education luncheon session, Saturday noon at the Chamber of Commerce Dining Room, Mr. R. W. Selvidge, professor of Industrial Education at the University of Missouri, gave a report of his investigations during the past summer of the methods of training railway personnel on European railways. He pointed out some distinctive features of the English practice, where the apprentices enter at the age of 14 and serve until they are 21 before they become journeymen.

The English railways have a co-operative arrangement with the local technical schools and the apprentice attends these schools eight hours per week. An interesting thing in connection with this training is that the apprentice pays a fee of $50 each six months for his training as an apprentice, but he receives a small wage which slightly more than balances this payment.

In France, according to Mr. Selvidge, the railroads have established training schools for apprentices. These schools are not directly connected with the railway shops and the apprentice serves in the school until he is required to take his year of military training. After he returns from his year of service, he is employed in the railway shops where his instruction is continued in the form of evening school and correspondence work conducted by the railway company.

In Switzerland, the apprentice is trained for six months in a special training school maintained by the railways. He then enters the railway shops and his formal instruction is continued in the local evening schools.

The German railways maintain special schools for the training of the apprentices. Great care is exercised in the selection of apprentices, and during the first three years of the apprenticeship they work in a school shop entirely separated from the railway shops. During these three years the work is almost wholly handwork on exercises. During the fourth year, the apprentices enter the railway shops under the direct supervision of a teacher and do regular production work, but are not permitted to work with the mechanics until the close of their apprenticeship.

The Belgium railway shops do not maintain an apprenticeship program. When one desires employment in the Belgium shops, he applies to the foreman for permission to take a test. This test consists of doing a piece of work assigned by the foreman. If the work is completed satisfactorily and within the proper time limits, the man is eligible for employment, and no question is raised as to where he received his training.—*The Convention Daily*.

QUALIFICATIONS FOR SUCCESSFUL TEACHERS

"Peppy and full of punch" describes a talk given by Mr. Vierling Kersey, assistant superintendent Los Angeles Schools, on "The Qualifications of the Successful Teacher in a Part-Time Vocational Class," on Saturday morning at the Clark Hotel.

As to educational qualifications, the successful teacher must have not merely educational finish and a trained mind, but also a mastery of clear thinking in regard to civic relations, to employment and to labor problems.

A thousand and one special qualifications along vocational lines are demanded of the would-be successful teacher. He must know trade standards, trade processes, and the fundamentals that form the background of trade schools. He must be acquainted with materials, values and standards, with waste and how to eliminate it. He must have thorough knowledge of labor, material, and the production market, and know creative industry in his field.

When it comes to personal and personality qualifications, these are much the same as those demanded of any good teacher. The vocational teacher, however, must see the place of vocational training in the general scheme of secondary education and be familiar with the background and the legislation of vocational education.

One of the most valuable parts of Mr. Kersey's speech was what he called a "self check-up" for such teachers. Mr. Kersey suggested a scale by which the teacher could measure himself as to discipline, job orderliness, the making of alibis, co-operation with other departments of school, and his search for new ideas.

Mr. Kersey ended by saying that a successful teacher in part-time vocational classes must be able to say, "I know: first, the objectives I am trying to attain; second, the things I am up against in doing my job; third, the strength with which I have to do my job; fourth, I have the will to do it and do it right."—*The Convention Daily*.

SECONDARY SCHOOLS USE VOCATIONAL EDUCATION

By Wm. S. Kienholz
Director Vocational Education, Los Angeles Schools

That the secondary schools are realizing the objective of preparing for college, all are agreed. The extent to which secondary education is preparing for vocations of less-than-college-grade may however be questioned. As to the importance of vocational education in the secondary education program there can be no dispute, but to what extent and what is its proper place are questions that will require most earnest study and consideration. The traditional courses of study that have been with us for so many years are as natural to persons in educational work as the three meals of the day. We look for them and some of us almost crave for them. Changes in curriculum-making come painfully slowly and every change, if we study the history of education carefully, was a feeble and almost apologetic modification of earlier curricula. It is then most natural that the introduction of vocational subjects in the secondary school program should be slow.

One of the most encouraging things that has recently manifested itself is the proper recognition by State authorities of

(*Continued on page sixteen*)

THE BANQUET of the American Vocational Association, the dominant feature of the Convention program, held Saturday night in the ballroom of the Biltmore Hotel, was brilliant, intellectual, entertaining and in every way a social success. The capacity of the ballroom was taxed to accommodate those who desired to be present. Addresses were delivered by Edwin A. Lee, President of the American Vocational Association; A. W. Crawford, Director of Technical Education for Canada; M. A. Bernard, Director of Vocational Education for Mexico; James R. Coxen, Director of Vocational Education for Hawaii; J. C. Wright, Director of Federal Board of Vocational Education of the United States. These addresses were particularly well received and indicated that in Vocational Education circles an international outlook is being developed and through the meetings of vocational training a fine industrial attitude is being produced in the minds of workers now being trained. Industry, society and educators are quite definitely agreed in their vocational program.

A presentation by Chas. Prosser to Chas. R. Allen, dean of American Education, of a beautiful token in the form of a watch which came as a gift from associates and admirers in Vocational Education brought the speaking program to a close.

The entertainment feature of the evening was a beautiful pageant of California history presenting a series of California scenes by Senior Glee Clubs and Madrigal Club. A prelude of orchestral selections by Lincoln High School Little Symphony furnished the music.

Guests were first given glimpses of the days of the Indians, of the mission fathers and of the Spanish fiesta in full sway. Next came the gold rush days, with their pioneer songs and their country dances. The cosmopolitan character which California has taken on was shown by representatives of the foreign peoples, especially those of China, Japan and Hawaii. Coming as a grand climax was an episode showing Californians of the present day.

Much credit was due to Louis Woodson Curtis, Mary C. Howeth and Reta Mae Mitchell, all of Lincoln High School.

Delightful and attractive favors consisting of a miniature orange filled with delicious California delicacies formed the place cards, while flowers and decorations of a most appropriate nature were abundantly provided.

An enjoyable dancing session concluded the program.—*The Convention Daily.*

SECONDARY SCHOOLS USE VOCATIONAL EDUCATION

(Continued from page thirteen)

vocational subjects toward graduation. Nearly every student desires to graduate from high school. Parents want their children to graduate, and this ambition, I think, should be encouraged, but graduating from high school or accumulating credits in order to graduate is not sufficient.

The question usually put to the boys or girls who go out from our schools to take their place in the world's work is not, "What do you say?" It is more apt to be, "What can you do?" Vocational education aims, in a measure at least, to answer that most important question which to the untrained becomes exceedingly embarrassing. The ability to "do" then becomes of prime importance. One may have ever so much information and even a wholesome appreciation of such information, but unless one acquires the ability to put it into practice, I fear such information, after all, is of little value.

This lack of "doing ability" may, and often does, become highly dangerous. When we realize that fully 60 per cent of our boys and girls drop out of our secondary schools between the freshman and senior years and are swallowed by the economic world; when we realize how wholly unprepared they are and how blindly they grope in the dark, flitting about from one job to another; the tremendous loss they themselves are suffering because of their unpreparedness, and the great loss business and industry are put to because of such conditions, can we look the world squarely in the face and say, "We did our best for these young people?" I hope we have not yet developed such audacity.

A state survey brings out the fact that California has more than 200,000 boys and girls between the ages of 14 and 18 who are in need of vocational training. With these facts before them, a group of school administrators in this city have recently set to work on a course of study that is designed to graduate from high school, fulfill all the state requirements, and at the same time give vocational training as required by the State and Federal Vocational Act for two years of the high school course. This is probably one of the most important, timely, and far-reaching attempts ever made in this city to give boys and girls an opportunity to prepare themselves adequately for the work that the majority will follow, namely that of the non-professional occupations.—*The Convention Daily*.

THE LOS ANGELES CONVENTION

By A. W. CRAWFORD
Director of Technical Education for Canada

The annual convention of the American Vocational Association is an event to which I look forward with pleasure. The arrangements for the Los Angeles Convention were all that could be desired and I have very pleasant memories of my visit to California. I was kept busy trying to be on time for all the speeches, papers, luncheons, private appointments, and entertainments which could be crowded into the few days spent in such delightful surroundings but I came away with the feeling that the experience was decidedly worth while. I find it impossible, however, to express, in a few words, the benefits received or my impressions of the various meetings.

The efforts put forth to make the convention American, in the broadest sense, are to be commended. It was a great pleasure and a decided benefit to associate with representatives of the United States, Mexico and the Hawaiian Islands, to realize that differences in nationality or racial origin do not prevent us from working together in the most friendly manner.

I was impressed, as in previous years, by the fact that the objectives, problems, and methods discussed in the various groups are the same as, or very similar to, those in Canada. Consequently, I felt very much at home although I knew comparatively few of the delegates and was not accustomed to enjoying summer weather at the Christmas season.

I am convinced that the leaders in all branches of vocational education in Canada would find it well worth while to attend the annual conventions of the American Vocational Association and I trust that there will be a much larger and more representative delegation of Canadians at the Philadelphia convention.

A. W. Crawford

THE CONFERENCE ON PRINTING EDUCATION

FRED J. HARTMAN
Director, Department of Education, United Typothetae of America.

Two hundred and fifty teachers of printing, school administrators, and others interested in printing education attended the conference on that subject held at the Frank Wiggins Trade School, Los Angeles, Tuesday afternoon, December 20, 1927, as a part of the Second Annual convention of the American Vocational Association. The program, under the chairmanship of John M. Murray, Head of the Printing

Department, Frank Wiggins Trade School, centered around the theme "Progress in Printing Education."

E. E. Sheldon, Supervisor of Training, Lakeside Press, Chicago, discussed the topic from the standpoint of the industry. He said that the industry recognized three phases of printing instruction: (1) Printing as taught in schools as a manual arts subject; (2) The industrial, or exploratory phases of training where the students try out printing to determine their interest in the subject with the view of the selection of a vocation; (3) Printing as a vocational subject, with skilled craftsmen as teachers and the trade as an objective. It is his opinion that "Ultimately the industry is responsible for the type of men in the industry, therefore the employer and the vocational advisor in the schools should select the boys to be trained, and then the employer should be largely responsible for the training, conduct, and advancement of the boys who will some day become the workmen in the shop. A broad, comprehensive training program should be organized where four interested groups should all have a part in the plans and the program. 1. The boy and his parents; 2. The public schools, representing the public; 3. The employees, or their representatives who should be interested in the type of boys entering the trade. 4. The employer, who pays the bills.

Fred J. Hartman, Director of Education for the United Typothetae of America, treated the subject from the standpoint of organized education. He pointed out the radical change of viewpoint that has come about during the past fifteen years whereby employers who at first were opposed to printing instruction in schools now are putting their utmost support back of the work that is being done by organized education. He showed the phenomenal growth of printing as a school subject, having been introduced in every type of school from the upper elementary grades to the University. There remains much to be done in the way of properly graded instructional material, length of courses, amount and type of equipment, to meet the objectives that are being established. "The hopeful thing about printing education today," Mr. Hartman concluded, "is that the industry is not taking any less interest in its training problem, but is putting the full weight of its influence and helpfulness back of organized education. The printing teacher, originally a skilled craftsman only, through special training and experience is rapidly rising to the level of the professional pedagogue. Printing teachers all over the country are organizing into state associations and affiliating with the larger educational bodies such as the American Vocational Association."

After a brief but spirited discussion, the film, "The Romance of Printing," was shown, depicting the progress of the printing craft from the time of Gutenberg to the present day. The well-equipped printshop of the Frank Wiggins Trade School was an "eye-opener."

MILK JUDGING CONTEST OF VOCATIONAL BOYS

F. J. Hubbard

State Director of Vocational Education for Mississippi

The first national contest in judging milk among vocational boys was held at the National Dairy Show in Memphis, Tennessee, on October 17 and 18, 1927. There were twenty-nine vocational teams from as many states represented in the contest. The Mississippi team won first place; Iowa, second; Ohio, third; Texas, fourth; and California, fifth. High individuals were: John Tilton, Jr., New Jersey, first; Victor Bradley, Texas, second; Harvey Adams, Mississippi, third; Lawrence Parker, Iowa, fourth; and Stewart S. Vail, Mississippi, fifth.

John Tilton, Jr., on the New Jersey team, who ranked first in judging milk, won a silver trophy given by the National Co-operative Milk Producers' Federation, Washington, D. C. Victor Bradley, on the Texas team, ranked second and received a set of the "Father and Son Library," given by the University Society, Inc., of New York; and Harvey Adams on the Mississippi team ranked third and won a gold watch given by the Creamery Package Manufacturing Company of Chicago, Ill.

Appropriate diplomas given by the American Vocational Association were awarded to each individual on the first five teams judging all breeds and the first five teams of the different breeds, as well as the first ten individuals judging all breeds and the first ten individuals judging the respective breeds.

Diplomas were also given to the ten high individuals, as well as to the boys on the first five teams in judging milk.

A most successful banquet was held on the evening of October 18 at the Hotel Claridge, at which time the Governor of the State of Tennessee and other distinguished guests addressed the boys on the teams from the thirty-two states represented. The banquet was given by *The Progressive Farmer*, the Tennessee Farm Bureau, the Shelby County Board of Education, and others.

On Tuesday afternoon, October 18, there was held a parade of 2,000 vocational boys, headed by a brass band composed of vocational boys from a community in the State of Arkansas.

MISSISSIPPI'S WINNING SMITH-HUGHES TEAM IN NATIONAL MILK JUDGING CONTEST—Left to right: Cecil Crockett, Cedar Hill Vocational School, Guntown; Bonner Arnold, Wheeler Vocational School, Wheeler; Harvey Adams, Cedar Hill Vocational School, Guntown. In front: Stewart Vail, Clay County Agricultural High School, Pheba

The Tri-State Fair afforded many splendid opportunities for boys coming from the North and West to see at first hand some of the agriculture that is peculiar to the southern states.

HOUSE OF DELEGATES

The business sessions at the annual conventions of the American Vocational Association are conducted through the House of Delegates. This House is composed of state directors of vocational education, the presidents of state associations affiliated with the A. V. A., and one delegate for each twenty members or major fraction thereof in affiliated associations. The House of Delegates for the business session of the A. V. A. at Los Angeles on Monday afternoon, December 19, 1927, was composed of 181 members. The complete list of delegates by states is given on the next page.

MEMBERS OF HOUSE OF DELEGATES BY STATES

ALABAMA, 2—Mr. and Mrs. J. B. Hobdy.

ARIZONA, 1—A. M. Davis.

ARKANSAS, 4—J. P. Wamack, Miss Druzilla Kent, E. B. Matthews, W. J. Breit.

CALIFORNIA, 49—John R. Alltucker, State President; Nicholas Ricciardi, State Director; R. J. Springall, T. R. Cauch, L. B. Travers, —— Medeley, John Turk, John W. Herod, Lynn Stockwell, Tom Letstall, Roy Soules, E. E. Ericson, Mrs. Cora Irwin, —— Spangle, Morgan Smith, —— Lefevre, Roy J. Casey, R. W. Heywood, Frank Holman, G. J. Hunt, Louis Emme, Robert Thistelwhite, F. W. Neill, Ray Shaffer, H. P. Thomas, J. D. Wilson, V. C. Walton, M. E. Riley, F. J. Brudi, S. E. Fordhaur, J. E. Baugerter, J. J. Mach, Hazelle Moore, Lorraine Broadwell, Miss Braden, Mrs. E. J. Hayden, Jennie M. Grant, John Beswick, Howard Campion, William Keinholtz, Virling Kersey, Marie Hennes, A. C. Phillips, G. W. Avilder, Ben Spaulding, —— Ashford, George Mann, Cyrus Walker, Fred Brooks.

COLORADO, 2—Harry Tiemann, G. A. Schmidt.

CONNECTICUT, 1—A. B. Meredith.

DELAWARE, 3—Mr. and Mrs. R. W. Heim, A. B. Anderson.

FLORIDA, 3—Grace Burwell, J. F. Williams, C. O. Holley.

GEORGIA, 2—Paul Chapman, Thomas H. Quigley.

HAWAII, 1—James R. Coxen.

IDAHO, 2—William Kerr, N. B. Giles.

ILLINOIS, 19—J. F. Kolb, L. W. Wahlstrom, A. W. Nolan, George D. Full, Charles A. Roper, F. J. Hartman, E. E. Sheldon, Maurine Lantz, A. W. Evans, U. G. Willis, John English, Clara M. Sparks, Mrs. Fred J. Hartman, L. W. Smith, J. E. Hill, James McKinney, W. G. Baysinger, A. N. Glahn, F. S. Hurd.

INDIANA, 2—Mr. and Mrs. Z. M. Smith.

IOWA, 2—Miss Genevieve Fisher, Clay D. Slinker.

KANSAS, 2—C. M. Miller, Frank Fee.

KENTUCKY, 3—William S. Taylor, Ronella Spickard, Julia Hurd.

LOUISIANA, 1—E. G. Ludtke.

MAINE, 2—S. E. Patrick, E. K. Jenkins.

MARYLAND, 2—J. D. Blackwell, Charles W. Sylvester.

MASSACHUSETTS, 1—R. O. Small.

MINNESOTA, 3—G. M. Brace, M. R. Bass, Dean Schweickhard.

MISSISSIPPI, 1—F. J. Hubbard.

MISSOURI, 8—R. W. Selvidge, Sherman Dickinson, W. L. Barrett, O. H. Day, George W. Reavis, Mabel V. Campbell, Alice Daussin, O. H. Turner.

MONTANA, 1—M. J. Abbey.

NEBRASKA, 3—W. W. Anderson, A. E. MacArthur, Rose Cologne.

NEVADA, 1—F. D. Bradley.

NEW JERSEY, 2—Lynn Emerson, W. A. O'Leary.

NEW MEXICO, 2—H. M. Gardner, D. W. Rockey.

NEW YORK, 1—Eugene Fink.

NORTH CAROLINA, 2—Mr. and Mrs. T. E. Browne.

NORTH DAKOTA, 4—Edward Erickson, E. H. Jones, E. F. Riley, H. Christine Finlayson.

OHIO, 1—C. D. Steiner.

OKLAHOMA, 1—Charles W. Briles.

OREGON, 3—L. E. Brigham, Bess Chappell, J. R. Jewell.

PENNSYLVANIA, 6—C. F. Bauder, B. M. Watson, Irene Hower, L. H. Dennis, Mrs. L. H. Dennis, L. H. Dennis, Jr.

SOUTH CAROLINA, 1—C. M. Wilson.

TENNESSEE, 2—Clyde H. Wilson, O. C. Kirkman.

TEXAS, 9—N. S. Hunsdon, Lillian Peek, J. B. Rutland, Laura Murray, E. L. Williams, A. H. Hughey, D. C. McIntosh, S. C. Wilson, J. B. Trimble.

UTAH, 3—I. L. Williamson, I. S. Noall, Francis Kirkham.

WASHINGTON, 2—W. G. Hummel, Grace Gillett.

WEST VIRGINIA, 1—J. F. Marsh.

WISCONSIN, 16—Herb Heilig, A. L. Nimtz, H. G. Stewart, R. Hanson, R. L. Cooley, W. C. Sieker, R. H. Rodgers, J. D. Hickey, Archie Muehl, John Callahan, V. E. Braman, Clyde A. Bowman, Grace M. Price, Frank Bruce, John J. Metz, George P. Hambrecht.

WYOMING, 1—Mary L. Lyle.

CANADA, 2—A. W. Crawford, Augustus Frigon.

MEXICO, 1—Miguel Bernard.

News Notes

NEBRASKA

C. A. Fuller
State Director of Vocational Education

SERIES OF CONFERENCES FOR FOREMEN OF C., B. & Q. AT HAVELOCK, NEB.

At the request of the Chicago, Burlington and Quincy Railroad, the State Supervisor of Industrial Education for Nebraska, Mr. Harvey L. Freeland, conducted a series of conferences last spring at the Burlington shops at Havelock, dealing with problems arising out of the effective handling of help. A second series of conferences is now being conducted under Mr. C. A. Sjogren, of the College of Mechanical Engineering, University of Nebraska, dealing with problems arising out of the effective handling of material and equipment.

SURVEY OF LINCOLN SCHOOLS TO DETERMINE CURRICULAR NEEDS

A year ago, Supt. M. C. Lefler, of the Lincoln schools, assisted by Principal Will French of the high school and Mr. T. V. Goodrich of the Research Department, made a survey to determine the curricular and building needs for the Lincoln high school. This survey showed that only thirty per cent of the boys in the city of proper age were entering college. This fact, coupled with a survey of the industries of the city, led to the conclusion that definite vocational courses of a trade preparatory nature were needed in the high school. Consequently, trade courses were established in

Auto Mechanics, Electricity, Carpentry and Printing. Lincoln has been conducting successful trade extension courses for several years.

PART-TIME TRADE EXTENSION COURSES FOR RAILROAD APPRENTICES

Part-time trade extension classes are now being conducted for the apprentices of the Union Pacific and Burlington Railroads at Omaha, Grand Island, North Platte and Havelock.

PROPOSED BAKERS' SHORT COURSE

The State Board for Vocational Education, in co-operation with the Department of Vocational Education of the University of Nebraska, has completed arrangements with the State Master Painters' Association for conducting a Bakers' Short Course during the month of February, with units in Bakery Production, including formulas and ingredients—how to use them; Sweet Goods; Bakery Costs; Flour and Its Characteristics as it Affects the Baking Trades.

EVENING AGRICULTURAL CLASSES

January, February and March are the months when the greatest number of evening agricultural classes for adult farmers will be conducted. Approximately forty courses will be completed during that time. The most popular work will be units in Poultry, Dairy, Hogs, Corn and Farm Accounts.

Interest of the groups, farm and community needs, and the training of the teacher are the basis for selecting the units. Usually only one unit is covered by a group. Experience has demonstrated that it requires about ten meetings to do this thoroughly. Most groups will meet only one evening per week.

The instructional work will be done by the regular all-day teachers and by special circuit instructors. Where the former has a heavy all-day schedule, he merely organizes the work.

This year for the first time there is a sufficient number of special teachers to take care of the demands. Agricultural College graduates who are now successful farmers are the chief source of supply. These men, when they have had training in organizing and instructing groups of adult farmers, make excellent teachers.

A special conference for all evening agricultural instructors was held at the College of Agriculture the last week in December. This gave an opportunity for training in methods and a review of recent technical information.

FIELD CONTACTS FOR HOME ECONOMICS TEACHER TRAINING

An effort is being made to make as close a tie-up as possible between the day schools and the evening school classes in homemaking, and the teacher training department of home economics.

The adult homemaking classes in Lincoln are under the supervision of Mrs. Daisy Howe Kilgore, who is also an assistant in the Department of Vocational Education of the University of Nebraska. Miss Florence Corbin, Assistant Professor of Vocational Education in the University of Nebraska, is assisting with itinerant teacher training work in the day schools.

This is the third year the itinerant teacher training program has been in operation. The co-ordination of supervision of adult homemaking and teacher training is being tried out this year.

Methods teachers are able to keep in closer touch with the problems in the field than they could with only the conferences with the State Supervisor on field problems. The entire state program of homemaking education is strengthened by this plan.

HOME ECONOMICS FILM

The Home Economics Department of the University of Nebraska has taken a home economics moving picture film of the activities in all its departments. The aim of the film is to acquaint people with the aims and objectives of home economics education.

To insure the showing of the film with the least waste of time, a routing schedule has been prepared, and letters regarding the routing and suggestions for the showing of the film have been sent to superintendents and their home economics instructors.

The film will be available to interested schools in near by states.

CONNECTICUT

At its annual meeting on January 12, 1928, the Connecticut Vocational Association elected the following officers for the year ending September 30, 1928:

President, E. M. Walsh, E. M. Walsh Company, New Haven.
Vice-President, John F. Reardon, Grosvenordale Mills, Grosvenordale.
Secretary-Treasurer, Herbert J. Hanson, State Trade School, Bridgeport.

Industry was ably represented in the meeting. Several inspiring and constructive talks were given by leaders in the industries of Connecticut.

Mr. F. J. Trinder, State Director of Vocational Education, reviewed the appeals of industry in 1926-27 for the promotion of some type of Foreman Training work which resulted in establishing Foreman Conference work in Connecticut under the direction of the State Board of Education and with the co-operation of the Manufacturers Association of Connecticut. This, then, is a phase of adult education which functions through co-operation. In October, 1926, the State Board of Education established in Bridgeport a conference leaders' course, and Foreman Conferences in the Bridgeport Brass Company, General Electric Company and Bullard Machine Tool Company. As a result of contact with this plan in Bridgeport a large number of executives in industry have clearer conceptions of the scope and need of vocational education than ever before. Mr. Trinder also spoke of the Foreman Conference Leaders' course organized in Hartford last fall. As a result of this conference, twelve plants in the Hartford district have organized Foreman Conference groups. He announced that the next Foreman Conference Leaders' group would probably be located in New Haven and asked that those who had contact with the courses in Bridgeport and Hartford spread the information throughout their various sections so that men in those sections who were unable to participate in the first two conferences might have that opportunity in New Haven.

RESEARCH DIVISION

Monograph Courses for Industrial Vocational Education Courses

The Essex County Vocational Schools New Jersey

Mr. Ronald W. Kent, State Director of the Essex County Vocational Schools, Newark, New Jersey, is directing a piece of Educational work that will interest many in the vocational industrial education field. Mr. Kent has been assisted by a general advisory committee composed of the following:

Robert O. Beebe—Director, Essex County Vocational Schools.

Sheldon W. Parker, Jr.—Principal, Irvington Boys' School.

Lynn A. Emerson—Principal, Newark Boys' School.

John M. Fecher—Principal, Montclair Boys' School.

Mr. Kent and his committee have made use of the results of some of the researches already completed by others to whom they indicate their indebtedness. They have then gone further and brought up to date some of these research stud-

"Boy-Built Homes," Muncie, Indiana

Second Boy Built Home constructed by the Vocational Carpentry Class of Muncie, Ind. Constructed in 1926

Third Boy Built Home constructed by the Vocational Carpentry Class of Muncie, Ind. Constructed in 1927

First Boy Built Home constructed by the Vocational Carpentry Class of Muncie, Ind. This house was constructed in 1925

THE construction of the three houses illustrated above was done under the supervision of Mr. Clyde Wellinger, instructor of carpentry, in the schools of Muncie, Indiana. In each case his students were inexperienced in building construction work. However, each of the three groups of boys demonstrated an unusual willingness to tackle a man's job and each group devoted untiring efforts to produce creditable results.

ies and organized the results in the form of a very practical and valuable series of monographs for teachers of various industrial subjects.

The publications that are being developed include the following:

Monograph No. 1—Course in General Carpentry.
Monograph—Course in Automobile Mechanics.
Monograph—Course in Mechanical Drafting.
Monograph—Course in Machine Shop Practice.
Monograph—Course in Bricklaying.
Monograph—Course in Printing.
Monograph—Course in Architectural Drafting.
Monograph—Course in Sheet Metal Work.
Monograph—Course in Foundry Practice.
Monograph—Course in Industrial Chemistry.
Monograph—Course in General Electrical Work.
Monograph—Course in Pattern Making.
Monograph—Course in Painting and Decorating.

The first two monographs of this series dealing with general carpentry and automobile mechanics are already off the press.

The Status of Trade and Industrial Teacher-Training in the U. S. in the Year 1926

By MELVIN SOWLES LEWIS

A research study recently conducted by Dr. Melvin S. Lewis, who has just gone to the School of Education faculty of Indiana University as Associate Professor of Vocational Education, deals with the problem of trade and industrial training as revealed by a study of practices throughout the United States.

"Purpose of the Study.—The purpose of the study is to determine the status as of 1926 of the work of training teachers of shop subjects under the cooperative relationships between the Federal Board and the several State Boards for Vocational Education.

Scope of the investigation.—The investigation is designed to set forth the conditions and practices in regard to work of this character existing in the forty-eight States at the close of the fiscal year ending June 30, 1926. This date has been selected because the statistical reports for the fiscal year ending June 30, 1927, will not be available until November of the current year. While the study is concerned primarily with the year 1926, statistics showing the results of practice in previous years are presented for purposes of comparison.

Sources of Data.—The sources of the data are indicated specifically in the several parts of the study. In general, data have been secured from two main sources; the official plans for vocational education proposed by the State Boards for the period July 1, 1922, to June 30, 1927, and approved by the Federal Board; and the annual reports of the Federal Board for Vocational Education. The latter are official government documents and present authoritative statements of the results of the operation of the Vocational Education Act in the several States. Explanations have been given on pages 3 to 6 of this chapter which indicate the authoritative character of a State plan as a formal cooperative agreement between any given State Board and the Federal Board. Those few plans for the period included in the investigation which have been published are listed in the bibliography appearing at the close of the study. The plans which have not been published were copied from the official approved documents on file with the Federal Board by one of the stenographers employed by the Board's administrative staff. They were carefully rechecked for accuracy before being sent to the writer, so data taken from them may be relied upon as accurately representing the official cooperative

Less effort—yet, better standards

SURELY every teacher takes pride in watching a class progress to a high marking average. It is surprising to note how Kester Solder will enable a group of boys to do soldering that will compare with the work of a skilled mechanic.

Kester, by eliminating the acid pot, eliminates the uncertainty of soldering. A scientific flux inside this hollow wire of solder flows to the job as heat is applied. Immediately after, the bright solder melts and forms a bond, neatly, subtantially and quickly.

Send for samples of Kester and see the renewed interest your boys will take in their soldering projects.

KESTER *Self-Fluxing* SOLDER

[Trade Mark]

Kester Acid-Core Solder
1, 5, 10 and 20-lb. Spools
For General Work

CHICAGO SOLDER COMPANY, 4283 Wrightwood Ave., Chicago, Ill.
Gentlemen: Please send the following number of working samples:

.....Kester Acid Core Wire Solder .....Kester Rosin Core Wire Solder

The number of boys in our shops are: General Shop..... Electrical.....

Sheet Metal ..... Home Mechanics.....

Signed.....

Instructor in..... School.....

City..... State.....

Kester Rosin-Core Solder
1, 5 and 10-lb. Spools
For delicate Electrical Work

agreements between each State Board and the Federal Board."

"The program for training trade and industrial teachers recommended as a result of this investigation appears below under the various headings which formed the subject of the several sections of each chapter.

Agency.—The work of training trade teachers should be delegated to educational institutions instead of being conducted directly by the State Board.

Plans of Training.—The plans by which educational institutions conduct the training should include resident and extension courses.

Type of Content of Courses.—The content of the training courses should be of the type which aims to impart teaching technique. The necessary occupational skill on the part of the trainee should be secured by the selection of applicants for training who already possess the required skills.

Length of Course.—The length of the training course should be approximately 180 clock hours. Any variation above or below that figure should not exceed 80 clock hours.

Age for Entrance.—It is not essential to specify the age of applicants for admission to the training course.

Educational Requirements for Entrance.—Applicants for entrance to the training course should have had at least an elementary education.

Apprenticeship Required for Entrance.—Apprenticeship or an equivalent training should be required of applicants for admission to the training course.

Journeyman Experience.—In addition to having served an apprenticeship, candidates for training should have had at least two years of journeyman experience in the trade which they wish to teach.

Personal Qualities.—Candidates for teacher-training work should possess good character and good health.

Content of the Curriculum.—The curriculum offered for the training of trade and industrial teachers should contain courses of the following character:

A course dealing with the organization and administration of vocational education.

A course dealing with the special methods of teaching trade and industrial work.

A course dealing with occupational analysis.

A course in which the prospective teacher actually engages in teaching shop work under adequate supervision.

A course dealing with class or shop organization, management, records and reports.

Each subject in this curriculum should be the equivalent of two semester units, and the curriculum as a whole should require 180 clock hours for completion.

Requirements for Graduation.—No requirement for graduation other than the satisfactory completion of the course need be made.

Relation to Certification.—Satisfactory completion of the course by the candidate should entitle him to a certificate to teach the occupation in which he has served as an apprentice and as a journeyman.

Life of the Certificate.—The certificate, when granted for the first time, should be for the term of one year, renewable upon evidence of successful teaching experience.

The Improvement of Teachers in Service.—The improvement of teachers in service should be a responsibility devolving upon both the State Board for Vocational Education and educational institutions to which the State Board may delegate a part of this task. The work of the educational institutions should consist of resident, extension, summer-session, and correspondence courses of professional character. The improvement work performed by the State Board should consist of personal assistance given to shop teachers by the State Supervisor or at his direction, and the holding of State or district conferences for teachers of trade subjects."

It is planned that Dr. Lewis's study will be published in the near future by the Research Division of the California State Department of Education.

INDUSTRIAL EDUCATION
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By

HOMER J. SMITH, Ph.D.

Associate Professor of Industrial Education, University of Minnesota

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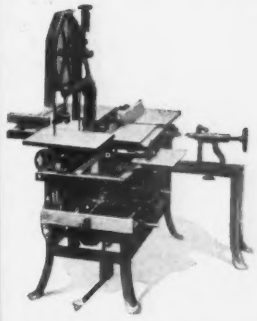

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Statement of the Ownership, Management, Circulation, Etc., Required by the Act of Congress of August 24, 1912

Of American Vocational Association "News Bulletin" published quarterly at Indianapolis, Indiana, for April 1, 1927.

County of Marion. } ss.
State of Indiana, }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Z. M. Smith, who, having been duly sworn according to law, deposes and says that he is the editor and business manager of the American Vocational Association "News Bulletin," and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, American Vocational Association, Room 227, State House, Indianapolis, Ind.

Editor, Z. M. Smith, Room 227, State House, Indianapolis, Ind.

Managing Editor, None.

Business Manager, Z. M. Smith, Room 227, State House, Indianapolis, Ind.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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Z. M. Smith, Room 227, State House, Indianapolis, Ind.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

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4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds or other securities than as so stated by him.

Z. M. Smith, *Editor.*

Sworn to and subscribed before me this 21st day of September, 1927.

Mary W. Merrill, *Notary Public.*

(My commission expires December 15, 1930.)

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The cruise of the season of 1927-28 is proceeding according to schedule. The first port of call was at Chicago for the meeting of the Illinois Vocational Society where the craft was much in evidence. At the port of Los Angeles, Captain Phillips and several members of the crew were on deck, although several familiar faces were missing owing to the distance from home.

The next port will be Boston for the meeting of the National Education Association, February 25 to March 1. This port being in local waters, a full representation is expected of both crew, pirates, and passengers.

The meeting of the Eastern Arts Association in Hartford will be another port of call on this cruise. This will be an important event because of the ideal conditions for the commercial exhibits and the thorough preparations made by the local committee for the accommodation of exhibitors and visitors. The Connecticut State Armory with its spacious floor will accommodate in one well lighted room all the exhibits both educational and commercial.

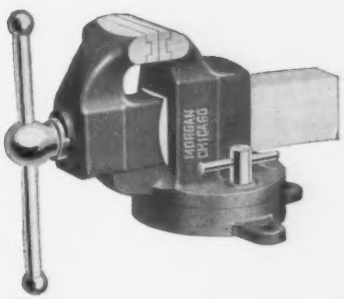
The increasing attendance at Eastern Arts meetings in recent years promises a large representation from the most populous section of the country, including New England and the Middle Atlantic States. This will be an opportunity that should be seized by all firms dealing in equipment and supplies for art, industrial or vocational work in schools.

Perhaps the last port of call of "The Ship" will be the convention of the Western Arts Association, to be held at Indianapolis, May 2, 3, 4, 5, 1928. There is very little choice between the Eastern Arts Association and the Western Arts Association, they being merely sectional meetings of practically the same group. "The Ship" is recommending to its membership that they take exhibit space at both conventions.

The Indianapolis meeting of the Western Arts Association will probably be well attended by members of "The Crew," as the Secretary-Treasurer, Harry E. Wood, is a fine favorite with "The Ship," and usually decorates his booth in a nautical manner.

Most members of "The Crew" of "The Ship" have exhibited in Indianapolis on several occasions. Hotel facilities are excellent, as are also exhibit facilities, while there are no local activities or amusements that would cause the delegates or those in attendance to disregard the convention or fail to attend meetings.

Two recent books published by the McGraw-Hill Book Company are a valuable contribution to the available equipment of vocational guidance and vocational education workers. These books are edited by the late Frederick J. Allen, whose record in the field of vocational guidance won high recognition throughout the United States. "Principles and Problems in Vocational Guidance" is a book of readings consisting largely of articles that appeared originally in the Vocational Guidance Magazine. The second volume, "Practice in Vocational Guidance," is a collection of papers relating to recent developments in vocational guidance. These companion volumes are designed for use in classes in vocational guidance in colleges, normal schools and schools of education. They should prove useful for work in sociology, curriculum revision, classes in secondary education, school administration and testing.



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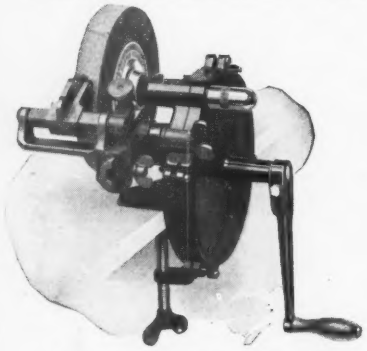

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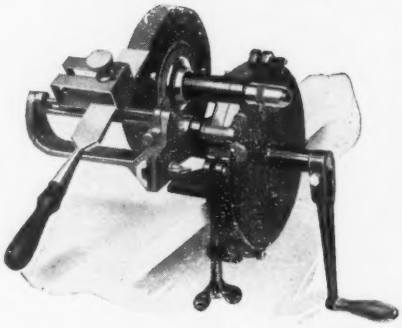

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AMERICAN VOCATIONAL ASSOCIATION

Vol. III NEWS BULLETIN No. 2

Published quarterly by the American Vocational Association, Z. M. Smith, Secretary
Room 225 State House Indianapolis, Indiana
Annual subscription price to members of the Association, twenty-five cents
Entered as second-class matter Sept. 8, 1926, at the post office at Indianapolis, Ind., under Act of March 3, 1879.

The Conservation of Youth

R. L. Cooley, *President American Vocational Association*

The American Vocational Association stands for the conservation of youth. It stands for adult education but primarily it must emphasize that the educational processes for the correction of our social and economic difficulties must come from the bottom up. Simply dealing with the adults after they have already been the subjects of neglect will not suffice.

A comprehensive Part Time educational program dealing with the formative periods of youth while in employment is a program to challenge the best thought as well as the imagination of our people. As President of your Association, I would like at this time to call your attention specifically to the Part Time program.

The development of a people so trained and educated that they can sustain the sort of industrial, agricultural, and commercial structure which we are building is the only solution offered by any of our writers upon economic subjects for the conditions reflected in the following headlines taken from the papers:

General Motors Chief Sees Five Day Week.
March 13, 1928.

Men Are Losing Jobs as Efficiency Trend Moves On. Industrial Efficiency Increased. Chart Shows Number of Workers Employed to Produce What 100 Workers Produced in 1914.
March 12, 1928.

How Industrial Growth Makes New Jobs for Old.
March 11, 1928.

These headlines indicate the colossal changes which are taking place in our economic life at the present time.

The customer must be produced by the same social and economic organization that demands and produces the articles. The customer is just as much a manufactured article as is an automobile, a bath tub, or a radio. Like the articles mentioned, the customer is the result of raw material subjected to a process. When the process fails, a customer is ruined. Every effort must be used to prevent the production of human "junk."

Eighteen Is the Logical Age For Part Time Compulsory Education.

1. The most successful of our people, economically, demand full time education through high school for their own young people. Attendance, roughly, until 18 years of age represents their judgment as to the years through which organized educational effort should be universally provided in their group.

2. A glance at the list of prohibited employments indicates that the states' guardianship already applies extensively until the eighteenth year.

3. Young people who work during the early years for money only, have nothing left at the end of this intensely formative period, for inevitably their small earnings will all have been spent.

4. The period of initial employment should always involve both training and work. Reducing the number of days our youths may work makes it easier and makes it more likely that any individual youth will get work. Thus the likelihood of unemployment will be lessened.

5. The restriction of the number of days people may work is the only device ever invented for making a given amount of work divide into a greater number of jobs. This principle will not cease to work when applied to the group under 18 years of age.

6. Five and one-half days of work with one in school is a heavy enough week's program for people under 18 years of age in a country threatened with the necessity of putting all its workers on a five day week basis in order to distribute employment in such a manner as to keep more of its people more regularly employed.

7. With youths under eighteen needing *education* and older people needing *jobs* what more intelligent program could be devised than one that would tend toward uninterrupted employment of those over eighteen and intelligent preparation for such employment while working under the age of eighteen, through part time school attendance in a school organized to put order, system, sequence, and guidance into the pre-eighteen period.

8. The mosquito that is creating most of our yellow fever of inefficiency, poverty, and crime is the irregular and chaotic condition of the initial working years of our young people with its frequent periods of unemployment, with no organized supervision or adequately planned concern as to their economic or social future.

9. Human "junk" is so expensive we must quit making it. All other kinds of junk may be hauled out to the back lot. It will remain and cost nothing further. But human "junk" will be a constant cost to society. This is marked clearly by the tremendous expenditures made for our prisons, poor houses, and other institutions where human beings unable to care for themselves must be cared for at the expense of others.

(*Continued on page six*)

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THE PHILADELPHIA A. V. A. CONVENTION

December 13, 14, 15, 1928

By Z. M. SMITH, *Secretary, American Vocational Association*

There is no such word as "defeat" in the vocabulary of "Pennsylvania Dutchmen." For this reason Philadelphia and all of Pennsylvania are setting about to surpass the "unbeatable" record of Los Angeles and California as hosts to the Convention of the American Vocational Association. There will be common agreement among non-Californians who attended the Los Angeles convention that Pennsylvanians are face to face with an herculean task in their purpose to excel as convention host the achievement of our friends of the commonwealth of California.

One essential to success in any worthy effort is a recognition of the magnitude and the degree of difficulty of the task to be accomplished. It was evident to those who attended the organization meeting of the convention committees, at Philadelphia on March 2, that Pennsylvanians are in no wise underestimating the standard of achievement established by California. The caliber of the representation at this committee meeting and the number of representatives in attendance constitute indisputable evidence that every detail upon which the success of the convention is contingent will be provided for adequately.

The appended list of those in attendance reveals the fact that the city of Philadelphia and the State of Pennsylvania were ably represented by industrial and educational leaders, that the American Vocational Association was represented by President R. L. Cooley, Treasurer Charles W. Sylvester and Secretary Z. M. Smith, and that the National Association of State Directors of Vocational Education was represented by their president, Paul W. Chapman, of Athens, Georgia.

List of Those Who Attended the Luncheon of the Philadelphia Convention Committee and the Executive Committee of the American Vocational Association, March 2, 1928, Benjamin Franklin Hotel, Philadelphia

Ash, Wm. C., Dir. Voc. Tchr. Training, Univ. of Penna.
Alden, Esther, Supv. of Home Economics, Philadelphia.
Allman, Herbert, Pres. Natl. Farm School, Vice-P. School of Design for Women, Philadelphia.

The Benjamin Franklin Hotel, Philadelphia, Pennsylvania. Headquarters for the Third Annual Convention of the American Vocational Association, December 13, 14, 15, 1928.

Burton, A. W., Supv. of Mech. Arts, Philadelphia.
Baechle, Edna M., Supv. of Industrial Arts, Philadelphia.
Bauder, C. F., Director of Industrial Arts, Philadelphia.
Bauder, Mrs. C. F., Philadelphia.
Calvin, Henrietta W., Director of Home Economics, Philadelphia.
Cressman, P. L., Asst. Dir. State Div. Voc. Ed., Harrisburg, Pa.
Clime, W. M., Head, Industrial Dept., Overbrook High School, Philadelphia.
Chapman, P. W., State Dir. Voc. Ed., Athens, Ga., Pres. Natl. Assoc. State Dir's of Vocational Education.
Calhoun, J. E., Principal, Gratz High School, Philadelphia.
Cooley, Dr. R. L., Dir. Milwaukee Vocational School, Pres. A. V. A.
Dennis, L. H., Deputy State Supt. Pub. Inst., Dir. Voc. Ed., Harrisburg, Pa.
Dillaway, T. M., Director of Art Education, Philadelphia.
deFord, Alice R., Supv. of Industrial Arts, Philadelphia.
Diehl, N. E., Supv. of Cooperative Education, Philadelphia.

(*Continued on page fourteen*)

TERMINAL COURSES VERSUS PREPARATION FOR COLLEGE

By J. C. WRIGHT
Director Federal Board for Vocational Education

At the meeting of the Department of Superintendence in Boston, much of the discussion concerned itself with the question of terminal courses in junior and senior high schools. It seems as though the administrator is now more inclined to give consideration to the question of aims in secondary education than he has been willing to give in the past. There are in general two groups of opinions with respect to the major objectives which should be provided in the secondary schools. One of these opinions was expressed in an address by President Lowell of Harvard who voiced the long standing issue between the colleges and secondary schools, when he charged the latter with a failure to "prepare pupils for college." The other group in turn laid the responsibility at the door of the colleges and charged them with an attempt to dominate the high school curriculum by looking upon the high school as an institution whose dominant purpose should be to give preparation for college entrance.

The time has arrived when the American Vocational Association should take up the cudgel and enter into this debate as an organization. If ease in administration is the desire of the school administrator, I can think of no more simple objective than that of accepting the will of the colleges and organizing the secondary schools for the sole purpose of preparing all of the pupils for entrance into college. This is a one-track program, one that existing high school faculties, existing equipment, buildings, traditions, and experiences, would make easy to follow; a program which, in the end, however, is only concerned with from two to four per cent of the youth of the land, since it is only this number that ever go to college or pursue college courses through to graduation. An educational program which sets up an educational journey that leads from the elementary school through the secondary school and to graduation from college, might be compared to a travel journey that would have for its purpose the transportation of all the people to a single State or a single country, where, if they finally arrived, living conditions would be found too congested for their existence and participation in life activities. If, on the other hand, we think of this travel journey as one in which the weaker members of the travelers were unceremoniously kicked off the train when their money was exhausted or when for other reasons they failed to keep up with the pace set by a relatively few leaders, we would find them left stranded in various localities where they are ill prepared to participate in life activities.

If, on the other hand, this group of travelers set up individual objectives, individual destinations to which they would be able to travel within their financial means and other limitations, but with a definite purpose in view of participating in life activities on reaching their particular destination, the population would be distributed in a way much more satisfactory to the individual and to society as a whole.

Many people do not believe that a college education, if taken by every one, would improve society, since the probabilities are that too few of the members of society would have acquired along with this college preparation habits of work, the necessary skills, and technical

J. C. WRIGHT

knowledge, and other attributes which would enable them to fit into the many occupations and positions which go to make up our social organization.

The need for setting up specific objectives and specific preparation for life activities in keeping with individual abilities is well illustrated in a little fable quoted from Professor Dolbear.

> "In antediluvian times, while the animal kingdom was being differentiated into swimmers, climbers, runners, and fliers, there was a school for the development of the animals. The theory of the school was that the best animals should be able to do one thing as well as another. If an animal had short legs and good wings, attention should be devoted to running, so as to even up the qualities as far as possible. So the duck was kept waddling instead of swimming. The pelican was kept wagging his short wings in the attempt to fly. The eagle was made to run, and allowed to fly only for recreation. Nature was not to be trusted, for each individual was to be developed so as to be equally efficient in all activities. This development was believed necessary for their own welfare as well as for the welfare of the community. The animals that would not submit to such training, but persisted in developing the best gifts they had were dishonored and humiliated in many ways. They were even stigmatized as being narrow-minded specialists.
>
> "According to the fable, no one was allowed to graduate from the school unless he could climb, swim, run, and fly at certain prescribed rates; so it happened that the time wasted by the duck in the attempt to run had so hindered him from swimming that his swimming muscles had atrophied, and he was hardly able to swim at all; and in addition he had been scolded, punished, and ill treated in many ways so as to make his life a burden. He left school humiliated, and the ornithorhynchus could beat both running and swimming. Indeed, the latter was awarded a prize in two departments. The eagle could make no headway in climbing to the top of a tree, and although he showed he could get there just the same, the performance was counted a demerit, since it had not been done according to the specifications.

(*Continued on page six*)

THE CONSERVATION OF YOUTH

(*Continued from page three*)

10. Frequently, the same people who object to the requirement that this big boy—"a man"—they say, should be obliged to attend part time schools are the first to proclaim him a "baby bandit," when he commits a crime. They then prescribe full time compulsory vocational education for him in a specially created institution for "youths."

11. Why appoint national committees on juvenile crime while opposing an adequate provision for juvenile guidance through the establishment of a comprehensive Part Time Educational system operating until eighteen?

12. Why compulsory? Because the compulsory law is the only factor that insures the working youth the *liberty* to attend school. It is the only factor that makes it fair to expect an employer to send his young workers to school. Without it the employer who sends his workers to school is doing it as a mere act of benevolence, the workers are accepting it as a charity.

13. These young people are to be met later at great length—as customers. A farmer knows better than to stunt his heifers and then expect them to give a good account of themselves later in his dairy herd.

14. A Part Time compulsory school attendance law will reduce the number of young people standing at the employment gate, competing against those within for jobs. One day a week in school means roughly 16 per cent more young people employed on the average, and on a much more human, intelligent, and, even to the employers, satisfactory program.

TERMINAL COURSES VERSUS PREPARATION FOR COLLEGE

(*Continued from page five*)

> "Finally an abnormal eel with large pectoral fins proved he could run, swim, climb trees, and fly a little. He was made valedictorian."

The present interest in a reorganization of aims and objectives for the junior and senior high school materially affects vocational education. It marks the beginning of an attempt on the part of the administrator to think in terms of the specific needs of individuals and of groups of individuals rather than in terms of a single track mass education, and the administrator should be encouraged and assisted in every way possible to continue to think in this direction. The American Vocational Association, representing as it does in its membership, progressive Thinkers and Doers in vocational education, would seem to be the agency best fitted to assist the administrator in clarifying his thinking along these lines. Personally, I am of the opinion that we should first remove, as soon as possible, the notion in the minds of teachers and school principals that the boy or girl who drops out of school during his adolescent period, who does not take the college course, or who fails to graduate from high school and enter college is in any way likely to be a less desirable citizen than are those who by reason of other circumstances are enabled to continue through the entire educational program. I do not believe that citizenship can be measured in terms

(*Continued on page seventeen*)

NEWS

PAUL W. CHAPMAN

Director Georgia State Board for Vocational Education and President, National Association of State Directors of Vocational Education

Mr. Chapman has completed arrangements with the Benjamin Franklin Hotel, Philadelphia, for the annual convention of the state directors, which will be held December 10, 11, 12, 1928, preliminary to the A. V. A. Convention.

December 1926

September 1927

Physical restoration is an integral part of the Rehabilitation program of the State Board of Education of Alabama, administered by the Division of Vocational Education of the State Department of Education. In this case the physical and vocational handicap has been removed before the child reached working age. In all cases the vocational problem is more easily solved following the maximum physical correction.

AGRICULTURAL EDUCATION

Father and Son as Partners in the Business of Farming

M. D. MOBLEY, *Assistant State Supervisor of Agricultural Education, Athens, Georgia*

QUITE often in the city we see such signs as "John Jones and Sons" over business establishments, but it is very seldom that we see a partnership between father and son in the business of farming. Why are there so few partnerships between fathers and sons in the business of farming?

Possibly there are many reasons, but no doubt one of the outstanding among them all is the fact that there is usually a very poor businesslike relationship between most farm boys and their fathers. Very few farm boys are given an opportunity to earn money of their own or to transact any business until after they leave home.

I had the privilege recently of visiting Mr. A. G. Hinson and his two sons, Ernest and Conrad, who are farming near Baldwin, Ga. Here I found one of these rare cases of a father and sons who are really and truly partners in the business of farming. I have never seen two boys more interested in the home farm than Ernest and Conrad. Probably this is because they are allowed to share in the profits and are given some consideration in its operation.

While Hinson and Sons are carrying on a well-balanced farming program, the most interesting part of their farm is the dairy business.

Since October, 1924, they have developed a registered Jersey herd valued at $2,900.00 and are selling at present approximately $375.00 worth of milk per month.

While enrolled in a vocational agricultural class in 1924, Conrad with the aid of his father and brother purchased four registered Jersey heifers and one bull for which they paid $740.00 as a start towards developing a dairy business. They bought good calves of splendid breeding. They selected Jerseys because this breed predominates in northeast Georgia and seems naturally adapted to local conditions.

Ernest and Conrad had saved approximately $275.00 from projects they had carried on as a part of their agricultural work. The remainder of the purchase price for the calves, about $500.00, was borrowed. Since then the profits from the herd have not only paid that debt but have started Hinson and Sons well on the road to prosperity.

As the heifers came into milk they were put on official test. One of their cows, Dames Molly's Aneta, has produced enough milk and fat to be designated as a silver medal cow, and is the state leader in her class.

They are now milking eight registered Jerseys and two grade cows. They have five registered Jersey heifers, four of which are their own breeding.

When asked their future plans, Conrad replied: "We expect to keep only as many cows as our milk trade demands, to keep only high class individuals, and continue official testing."

These four registered Jersey cows were bought when calves by Conrad and Ernest Hinson, as a part of their project work while studying agriculture in the Baldwin High School. One has made a silver medal and the other three have made register of merit, with their first calf.

The project work as carried on by boys enrolled in vocational agricultural classes seeks to establish a more businesslike relationship between fathers and sons. Each boy studying agriculture is expected to carry a project and to enter into a businesslike agreement with his father that provides for all or a part of the profits made to go to the boy. Such agreements usually provide for the boy to pay for the things that are required to make the project possible, such as feed for live stock and seed and fertilizers in case of crop projects.

TEACHING MARKETING

By PROFESSOR H. E. BRADFORD
University of Nebraska

Objectives

1. Develop attitudes and appreciations.
   (a) Recognition of the services of the middle man. Assembling, processing, distributing, storing, selling. Recognition of the fact that when the farmer displaces the middle man he must perform the functions of the middle man which may require extensive capital and equipment or highly specialized skills.

(*Continued on page nine*)

The Wisconsin Folk School

By Louis M. Sasman, *State Supervisor, Vocational Agricultural Education*

The Wisconsin Folk School is a school meeting for twenty or more days to study Agriculture, Home Economics, Farm Arithmetic and English. The meetings may be held every day in the week, once or twice a week, or on Saturdays according to the possible arrangements for teachers and the convenience of those who wish to attend. At Arcadia and Chilton, the Folk School classes were so arranged this year that they were taught by the regular teachers during what would otherwise have been vacant periods. At Barron, the Folk School meetings were held on Saturday. I happened to be there one Saturday when it was fifteen below zero and there were seventeen young men in attendance, although the roads were blocked so that cars, and even in some cases, horses could not get through. Some of those seventeen had come eight or ten miles so they apparently considered the school worth attending. At Chilton, eighteen young men and women attended three-fourths of the meetings and twelve attended nineteen or more times. At Colby, Omro and Richland Center, it was found necessary to hold the school in the evening, and at Colby bad roads caused the school to be discontinued for some time, but in all cases the young people showed a keen interest in all information that would enable them to more readily solve the problems of farm life.

The courses in each case are arranged so as to be of the utmost interest and value to farm boys and girls. In the study of English, for instance, it is suggested that instead of starting out to learn the parts of speech and the rules for the use of a comma, that the pupil write a letter to a local bank asking for a loan or to a customer offering some stock for sale and then study the letter to improve its construction and punctuation. Pupils are also taught to make short talks and to prepare short farm articles for the local paper. In Arithmetic, they compute problems relating to the size of the farm, the amount of butterfat in milk, the area of fields, the capacity of bins and silos, and the computation of interest.

Twenty lessons in English, Arithmetic, Home Management or Dairy Cattle feeding will not produce an expert. Nor will a four-year college course produce an expert, unless the pupil realizes that after all the purpose of a school is to teach one to think. If anyone quits thinking when he gets through school, he will never make a success. Some of the most successful farmers in Wisconsin today, such men as W. F. Renk of Sun Prairie, C. L. Hill of Rosendale, and L. P. Martiny of Chippewa Falls, received some of their early training at the Short Course at the College of Agriculture. They became successful, not because their training was complete but because they realized that all of life is a period of training; that after finishing school they must continue their studies more strenuously than ever.

In connection with all part-time and evening courses, the pupils are urged to put into practice on the farms, the lessons which are presented in the classroom. Through practice the value of the teachings can be determined and only through practice can vocational instruction become of value.

We feel that the Wisconsin Folk School or some similar type of part-time school may be of real service to hundreds of farm boys and girls of the state who have been unable to go to high school but are anxious to prepare themselves as thoroughly as possible for the problems of rural life.

THE IDEAL TEACHER

By Arthur Weber

Student in the Sevastopol High School
Sturgeon Bay, Wis.

Arthur Weber

The question may come to one's mind, will agriculture in the future be carried on more efficiently than in the past? Are educational institutions doing anything to improve agricultural methods? Hundreds of young men each year are going to universities taking agricultural courses. In recent years high schools have also established agricultural courses for the students. The teachers of these courses are graduates of the universities. The agricultural course is inspected and teachers aided by specialists sent out from the State Department of Vocational Education. The boys are taught work in Farm Economics, Farm Shop-work, Farm Crops, and Animal Husbandry. In order to obtain the most practical knowledge these courses must have actual experience. This is furnished in the so-called "Ideal Teacher," or project work. Beside providing the student with actual experience it provides an income for the student. It educates the student in that particular line. Students are taught lessons in handling financial situations. To obtain the most benefits from this project work the student must choose a project which is of interest to him. The course requires that he care for his project and keep records on it. Would I in choosing my project be interested enough to go through six months of most monotonous work of keeping records and caring for the actual work?

In my first project I began with a pure-bred Holstein heifer calf. I purchased her in February for $25.00. Although I liked the project very well I soon found faults with it. The returns were slow and uncertain, too small for the time spent. The risk was too great. My calf was sick but once that I remember. She had scours from overfeeding. This I remedied by feeding one teaspoonful of nutmeg in one pint of milk. In spite of these discouragements this project was very successful. At the School Fair that fall I won first prize and sweep stakes which amounted to $7.00 in all. The second year she again took first place, and this last year took second place in the Showmen's Contest. The first calf she dropped was a bull which I sold. This fall she dropped a heifer calf which I am raising. She proved to be a fine producer.

Although I was still caring for my calf, in the spring of 1926 I began a poultry project. The risk was even greater than with the calf but I took the chance. The first job was to fix a suitable warm brooder shed. This was done by partitioning off a part of our shop. Shortly after I purchased a James Way brooder. This had to be set up and regulated before the chickens came. I had had no previous experience in firing a brooder so you may know that I learned many a costly lesson. I purchased one hundred chicks and another hundred I hatched with an incubator I had purchased that spring. When the chicks were forty-eight hours old they were fed charcoal, limestone grit and water. When they were three days old they got their first real feed consisting of milk, hard boiled eggs and mash. The mash consisted of 80 pounds corn meal, 20 pounds middlings, 5 pounds steamed bone meal, 5 pounds limestone grit, 30 pounds dried buttermilk. One pound each of salt and charcoal was added. The coop was comparatively small and during the hot weather a few of the birds died of Coccidiosis. Another reason also was that the coop was not cleaned out regularly. The cockerels were disposed of in July. In October I moved the birds to the hen house, they had begun to lay by that time. I had then one hundred and six pullets, valued at $125.00. The labor on the project amounted to $70.00. Expense charges were $135.00. The inventory at that time showed a gain of about $10.00.

The plan for my next years project was to be a continuation of the one I had begun. I intended to hatch the chicks from my flock. In January I began to feed cod-liver oil in the mash but I began too late so it did not affect the hatches much. The scratch feed which I fed consisted of corn, wheat, oats, barley and buckwheat. The mash consisted of equal parts of corn meal, ground oats, bran, middlings and meat scraps. During the months of December and January they layed on an average of forty to forty-five eggs a day. I bought six cockerels for breeding purposes and set the incubator in the first part of February. This was a bit early but the year before the chicks were hatched to secure a large quantity of winter eggs. I rented a brooder coop near our home to raise the chicks in. Two hundred chicks were hatched in three batches, out of these about ninety pullets were raised. My experience from the year before made this year's job of tending chicks much more easy. The year before had taught me better methods of feeding.

This fall I remodeled the hen house making it suitable to hold one hundred eighty chickens which I have at the present time. They are laying from sixty to seventy eggs a day. This is not any too good. I have started feeding cod liver oil again as I hope to do a lot of hatching next spring. I shall build a brooder house very soon. The money I have made on my projects has put me through high school and it will pay my graduation expenses this spring. I have learned the poultry business. My projects have taught me lessons that books cannot teach.

A SUCCESSFUL GARDEN PROJECT

By C. M. MILLER
State Director of Vocational Education, Topeka, Kansas

Kenneth Ahlstrom, a sophomore in the Seaman Rural High School, N. Topeka, Kansas, chose as his project truck gardening on seven acres of the home farm which is located in the truck gardening district of Kansas. After charging for labor, rent and other expenses he had a profit of $712.85 for his summer's work. All of the management of the garden fell on the boy.

Following is a summary of his work: Sold on the market $1103.10; products used at home $63.75; on hand at the end of project $16.95; making a total of $1183.80 produced. His expenses as follows: On hand at beginning of project—feed bill, seed and other expenses, $224.00; labor, $135.95; use of machinery, $10.00; rent, $100.00; leaving a net income of $712.85.

His main income was from potatoes, tomatoes, cabbage, beans and sweet corn. He started his early crops in hot beds and was, therefore, able to put his products on the early market; getting a good price for a large part of his crop.

He used three methods of marketing; he had a direct customer route, the wholesale market and a stall at the Seaman Community Market, where he sold direct to the city consumer.

Most of the work was done by himself only having extra help during the potato harvest. Getting up early in the morning to get on the morning market early enough to compete with others, working all day in the field, caring for his crops and at night tending the stall at the community market made a very busy summer for the boy but a very profitable one.

Kenneth has taken two years of Vocational Agriculture work and intends to take the third year work next year during his senior year. He is also a member of the 4H Club of Seaman. His plans are to continue in the truck farming business after he finishes his education.

His garden work does not keep him from taking part in many of the activities of the school. He is secretary of the High Y, was president of the class in both the Freshman and Sophomore years, sings in the school's male quartette, boys glee club and mixed chorus. He is a member of the Dramatic Club, taking the lead in many of the plays given by that organization; and in all of his school work he takes the lead.

He is also a star in both football and basketball, placing as all conference quarterback, and all conference forward in basketball. He was high point man in the conference at basketball.

TEACHING MARKETING

(*Continued from page seven*)

(b) Dependence of farmer on transportation agencies including good roads.
(c) Recognition of the cost of local and long-haul transportation furnished by the farmer himself.
(d) A critical attitude toward political economic questions such as the McNary Haugen Bill, Wheat Pools, etc.

(*Continued on page thirteen*)

Coming Thru with a Truck Crop Project

By MARSHALL HASTINGS, *Laurel High School, Laurel, Delaware*

WHILE I was in the seventh grade in a small country school, two of our neighbor boys, Parker and William Wheatley, entered Laurel High School and enrolled in the course in Vocational Agriculture. I often visited the Wheatley boys and throughout that summer I followed closely their farming activities which were constantly under the watchful eye of the agricultural teacher. I learned many things from them and my interest in agriculture was increased so much that I joined the "David Grayson Club," an organization made up of boys studying vocational agriculture and others farm boys interested in farming and rural life activities.

I became very much interested in the activities of this organization and the following summer spent a whole week with the boys in camp at Oak Orchard, Delaware's popular recreation resort. A great time we had—canoeing, swimming, diving, playing ball, pitching horseshoes, etc.

By the time I had entered upon my freshman year in high school I had fully decided to take the course in vocational agriculture. The first year course was Plant Husbandry, taking up the growing of such crops as tomatoes, irish and sweet potatoes and cantaloupes, which are the main crops grown in this part of the country. All work was about local crops and problems.

At the time of enrollment Mr. Woodhead, our agricultural teacher, explained in detail how the work in agriculture would differ from that of the other high school subjects. He explained thoroughly how all of the farming activities would be supervised and that the instruction in the classroom would be based almost entirely upon the local farming problems. This pleased me very much. He also made clear that each member of the class would be required to carry on a production project on his own farm on his own responsibility, and that the enterprise must be conducted on a strictly business basis requiring careful study, planning, recording, summarizing, etc. One of the hardest jobs I found was to decide on the type of project, for in my community there are a large number of truck crops grown from which to make a selection. I tried to select crops which I thought would be the most profitable and also on which I thought I could do the major portion of the work required myself. I liked the idea of being held responsible for everything connected with the project in any way, shape or form, and this meant that if there was any money to be borrowed, in order that I might be able to do the work in accordance with the best recommended practices from our Agricultural Experiment Stations and successful growers, I would be the one to secure it. Finally, after talking the matter over with my father and with Mr. Woodhead, my teacher, many time, I decided that I would grow for my school project three-fourths of an acre of irish potatoes and three acres of sweet potatoes.

The next job I had was the making of a plan for each crop. In this plan I told just *how, why,* and *when* I was going to do each job connected with these three crops. It took a great deal of time outside of school to complete my plans, as each job had to be carefully analyzed in terms of local conditions, which required many interviews with fertilizer dealers, agents, jobbers, etc.

Of my project enterprises, the most profitable was the three-fourths acre of Irish potatoes. The seed that I used was of the Irish Cobbler variety secured from

MARSHALL HASTINGS, *"Truck Farmer"*

Maine. The crop was planted on the 11th of March, an extremely early date for the planting of this crop in Sussex County. Two inches of snow fell a few days after, but except for making the crop a little later, did little damage. Then just when the vines were looking their best an invasion of potato bugs came my way. These were soon routed with a diet of arsenate of lead dust. At harvesting time the three-fourths acre produced 184 baskets of first grade marketable potatoes. These I peddled around Laurel, receiving a total of $117.25 for the crop. My expenses amounted to $51.83, leaving me a labor income of $72.02.

My sweet potatoes, which consisted of three acres, was my largest crop. Sweet potatoes are one of the most important crops of Sussex County and up until the last few years have been a very profitable enterprise. But an over-supply during the last two or three years has resulted in low prices. I grew my own sprouts for my "sweets" in a manure bed. Probably the biggest job was that of keeping down the grass. I harvested 455 baskets of number one potatoes and during the past winter I marketed 205 hampers. Because of a sudden cold spell some of these were frozen in shipment. However, I received a total of $192.70 for the crop which was $63.50 above all expenses.

While grading my irish potatoes, I saved some of the best potatoes from which to select and exhibit at our Corn Show in the Fall. I took a plate exhibit and a table exhibit to the Show held in the Laurel Community House and was fortunate enough to win first prize on table exhibit and second prize on plate exhibit.

I consider the knowledge and the experience gained the most valuable results of my project work. The putting into practice of the methods studied in class on the crops grown on my home farm was a very interesting and much worth-while summer's activity. The total labor income of $143.64 on the two crops was, however, of no little importance to me. Some of the money I am using to finance a poultry project for the coming year.

As a final result of my year's project work, I was extremely pleased during the past week, to learn that my project had been awarded first prize for truck projects in our local project contest. This prize will be a pure-bred Duroc-Jersey pig presented through the courtesy of the Valliant Fertilizer Company of Laurel.

The Story of My Project

VERNON MILLS, *Nevada*

IN CHOOSING my project I found several things to take into consideration. In what phase of agriculture did I need the most practical experience? Could I give something to the farm that was lacking? What kind of project was best suited to my father's farm? What type of project could I handle without too much outside help? After considering these questions, and the projects I had taken in previous years, I came to the conclusion that a project in White Leghorns would be profitable because of the adaptability of this breed to our climatic conditions. So my project was: "The raising of one hundred hens for egg production."

I preferred the artificial method of hatching chickens. It was inconvenient for me to hatch the eggs, so I let Mr. Anderson hatch them for me. He was in the business and had very fine incubators.

I began my project March 6. I secured thirty-eight dozen eggs from a choice flock, and took them to Mr. Anderson to hatch. During the incubation period I secured chick mash, scratch feed, and water, mash and milk tins; borrowed a hover brooder from the agriculture department at the school; cleaned out my brooder room, and put a layer of sand on the floor. Everything was ready when the chickens were hatched.

Out of the four hundred fifty-six eggs, I got even three hundred baby chicks. I was well pleased with the results. I began feeding them when they were thirty-six hours old by giving them sour milk mixed with bread crumbs. After three days a little mash and scratch feed were added. The chicks were fed five times a day, and care was taken not to over-feed. I fed them in the morning and at night, and my mother fed them while I was at school. They were fed five times a day for nearly two weeks. Sour milk was fed in the morning, mash during the day, together with a few heads of lettuce to supply the green feed, and scratch feed in the evening. They learned quickly to pick up the scratch feed.

I tried all one Saturday to make the burner of the brooder work, but finally had to give up knowing I was to get my chickens the next day. After experimenting a little I found that two kerosene lanterns placed under the hover gave sufficient warmth for the chicks. I placed a blanket over the hover to prevent the chicks from becoming chilled. Towards morning I found it necessary to raise the flame slightly.

After the chicks were about three weeks old I gave them all the lettuce and sour milk they would eat; but was very careful not to over-feed with scratch feed and chick mash. They grew very rapidly and the brooder room and small run became too small to accommodate so many, so I transferred them to a larger run. My loss was eleven and seven-tenths per cent. I did not detect any disease in my flock from the time they were hatched.

Out of three hundred baby chicks I raised two hundred sixty-five to maturity. Out of that number one hundred sixty-five were roosters. I have one hundred laying hens now.

When my cockerels were three months old the average weight was about two pounds. At that time I sold most of them locally for fifty cents each, and the remainder were sold at Las Vegas for an average price of twenty-five cents each. Before that time I had kept the cockerels and pullets together. After I had disposed of the cockerels the pullets grew much faster. From this I learned that I should have separated them much sooner. At the close of July the cockerels were all sold and I was able to give my entire attention to the pullets.

The pullets began laying in August, but the eggs were small and I had to take a low price for them. From the time the first egg was laid, up until December first, the hens laid three thousand seven hundred fifty-six (3,756) eggs.

My total expenses up to December first were $155.88. That amount includes cash paid for chicks, feed, value of the products fed from the farm, and equipment. My receipts, including credit from closing inventory, were $351.37. This gave me an income of $195.49 for one hundred three hours of labor, making a return of $1.90 an hour.

I made the following observations during the course of my project: First, I believe chickens can be raised more successfully with milk before them all the time. Second, that chickens should not be hatched so early that they will go into a molt in the fall. Third, I believe it pays to feed the chickens so they will make a steady growth from the time they are hatched until they reach maturity, and have them laying heaviest when eggs are the highest price. This would be during the time from September to January. I have proven that it pays to feed mash to the growing pullets and laying hens.

The three courses I have taken in vocational agriculture have been practical and interesting. For one choosing agriculture as a vocation the high school course in agriculture is especially fine training.—Nevada Vocational Reflector.

A RECORD WHICH IS HARD TO BEAT

By G. W. REAVIS
State Director of Vocational Education
Jefferson City, Missouri

"Carl Dawson, a graduate of the Paris Missouri High School, earned enough money for two years of college education through successful project work with hogs, under the Department of Vocational Agriculture.

"He started in January, 1925, by buying a Duroc gilt for $35. Her first litter was six pigs. Four of these he showed at the 1925 State Fair at Sedalia and won First for the best litter of four pigs in the vocational agriculture class. In the State Futurity Show he won Sixth place with the same litter and on Individual landed several more ribbons in various classes.

"His winnings that year at State and County Fairs totaled $116. He sold four of his hogs for $200, keeping the best gilt for future project work, and gained a net profit of $245 for the year.

"In January, 1926, he bought a Duroc gilt for $75. With this gilt and his prize winning hog of 1925, he started his second year of project work. He raised six-

(*Continued on page fourteen*)

Research in Part-Time Vocational Agriculture Problems in Certain Counties in Indiana

By R. W. GREGORY

Itinerant Vocational Agriculture Teacher Trainer, Purdue University, H. C. Henderson, Vocational Agriculture Teacher, Seymour, Indiana, J. R. Stubbs, Vocational Agriculture Teacher, Summitville, A. J. Smith, Vocational Agriculture Teacher, Spencerville, A. J. Renner, Vocational Agriculture Teacher, St. Joe, C. G. Hornaday, Vocational Agriculture Teacher, Auburn. (Second Semester, 1925-1926.)

PLAN OF STUDY

I. The Problem

1. A study of certain data concerning groups of rural boys of Indiana, who are between the ages of sixteen and twenty years, inclusive, and who are out of school and living on farms as listed in U. S. Census and school enumeration data.

II. The Aim of the Study

1. To develop a technique that may be useful in conducting similar studies.

2. To discover certain principles and facts concerning the problem, which with proper interpretation may serve as the basis for a program looking to its solution.

III. Technique

1. The study was designed to cover all of DeKalb County, Indiana, two townships in Madison County, Indiana, and two townships in Jackson County, Indiana.

2. The names of all boys within the classification under I-1 above and within the areas indicated in the preceding paragraph were secured from the school enumeration sheets by the vocational agriculture teachers participating in this study.

3. Each boy was visited by one of these teachers who secured from each boy data on the following: years of schooling completed, months of instruction in agriculture, months of schooling in a one room school, in a two room school, in three or more room school, years on a farm after having left school—as a renter, as an owner, as a laborer for father, as a laborer for others—size of farm in acres, instruction in addition to school work received through county agent, farmers' institutes, farmers' short courses, Purdue University specialists, 4-H club work, date he left school, reasons for leaving school, vocational purpose expressed, member of a church, a lodge, a grange, a farm bureau.

IV. Study of Data

1. The teachers compiled, analyzed, summarized, and evaluated their data.

3. R. W. Gregory compiled, summarized, analyzed and evaluated the data collected by all of the teachers.

FINAL COMPILATION OF DATA

Number of boys studied, 266; number of these who were actually working on farms, 142; number of these who were actually engaged in occupations other than farming, 124; number who said they intended to be farmers, 110; 50 of these 110 were vocational pupils and the other 60 had not had instruction in vocational agriculture; 78 had been in 4-H club work; 65 had received assistance from county agent; 141 were from owned farms; 80 of these 141 intend to be farmers; 82 were from rented farms; 30 of these intend to be farmers; number of probable part-time students, 78.

SOME CONCLUSIONS

1. Approximately one half of the out-of-school group, who in all census and school enumeration data are reported as being "on farms," have left the farms and have gone into other lines of work.

2. As the size of the farm increases it seems that the tendency of the farm boy to continue in farming increases.

3. Apparently the boy who lives on an owned farm is more likely to continue in farming than the boy who lives on a rented farm.

4. It seems fair to conclude that the part-time problem in vocational agriculture in Indiana is not of sufficient importance to justify the diverting of any great amount of time or money from all-day classes in high school departments to its support, but that, on the other hand, as long as the high school field remains incompletely serviced it should continue to command the major portion of the attention of those interested in vocational agriculture education in Indiana.

5. Of the 266 boys studied, 78 constitute the probable part-time group.

Comparison of the Grades Made in Kansas Agricultural College by Students Who Have Had Vocational Agriculture in High School With Those Made by Students Who Have Not Had Vocational Agriculture in High School

EARL M. KNEPP

By consulting the high school records of all students in the Agriculture Division at the present time, it was found that seventy-three boys had taken Vocational Agriculture in high school and had later enrolled in the Division of Agriculture. The entire freshman class of 1923 was used as the basis for comparison. The subjects used for comparison were the twelve subjects taught in the Division of Agriculture and required of all agricultural students. By using an index figure for

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Education of the Farm Youth

from

The Condition of Agriculture in the United States and Measures for Its Improvement

A Report by the Business Men's Commission on Agriculture

Published by

CHAMBER OF COMMERCE OF THE UNITED STATES OF AMERICA, Washington, D. C.

and

NATIONAL INDUSTRIAL CONFERENCE BOARD, INC., 247 Park Avenue, New York

"IT IS certain that the task of transmitting to the rank and file of the farmers the results of agricultural research work must largely be attacked through improvements in education of the rural youth. . . . The rural schools can be of great help in transmitting better methods to our future farmers. In the opinion of the Commission, this phase of rural education has not yet received the necessary attention. *At present, the rural schools consider it their main task to dispense a type of education which seem ill-suited to the probable needs of the pupils. Little consideration is given to the fundamentals of agriculture and the curriculum seems to be shaped almost completely to meet the requirements necessary for entrance into high school or college.* It is not suggested that the rural school become a training ground solely for the vocation of agriculture, but the fact remains that most of the children who stay in the locality will pursue that calling, and it therefore seems that a curriculum which does not completely ignore this fact might be more beneficial than that now normally pursued.

"The prosperity of the American farmer depends upon his efficiency relative to foreign competitors. To attain and preserve an American standard of living he must constantly keep several steps in advance of those competitors. This can be adequately done only through education. *A well-conceived program of education, moreover, will not only help to provide the means of living well, but will in itself contribute to better living and working conditions.* Its benefits will not be rapidly attained nor spectacular, but they will work out their results in a thousand devious but effective ways, and education will thus be one of the most important means for improving conditions on our farms and giving American agriculture the standing which it must have if the nation is to maintain its proper place in the progress of mankind.

"Above all, the Commission wishes to emphasize the importance of giving *to our rural education in large degree a character and a quality which will help to conserve and improve rural life.* If we are to preserve some of the fundamental characteristics of farming as a way of life and a noble calling, our farm youth must be brought to a clearer realization of its intangible values and its advantages in contrast to urban activities; and the farmer himself must in larger measure be brought to conceive of his occupation not as a temporary makeshift in which he may well be content to accept lower returns for his labor than his city fellow in the hope of speculative returns on his land values, but as an opportunity for a rich, well-rounded life in which his intelligence and culture and all the resources of community life may find full scope for development."

PLAN OF STUDY

(*Continued from page twelve*)

weighing or evaluating the grades made, an E was worth five points per semester credit, a G was worth four points; an M, three points; a P, two points and an F, one point. The following table will give results in brief:

SUBJECTS	Voc. Agri. Boys No. Gr. Recorded	Aver. Points Voc. Ag. Boys	Freshmen 1923 No. Gr. Recorded	Aver. Points All Boys
Judging Market Livestock	59	3.5	83	3.035
Judging Breeding Livestock	40	3.625	58	3.103
Elements in Dairying Recitation	69	3.06	91	2.6
Elements in Dairying Laboratory	65	3.446	91	3.312
Dairy Judging	47	3.447	64	3.312
Agricultural Economics	36	3.122	58	2.95
Farm Crops Recitation	40	3.425	52	3.327
Farm Crops Laboratory	40	3.375	53	2.98
Soils Recitation	33	3.333	55	2.91
Soils Laboratory	33	3.25	54	3.143
Farm Poultry Production Recitation	40	3.25	56	3.143
Farm Poultry Production Laboratory	35	3.4	55	2.273
Principles of Feeding	15	3.8	39	3.41
Elements of Horticultural Recitation	22	3.838	49	3.204
Elements of Horticultural Laboratory	19	3.632	49	3.588
Genetics	20	3.55	38	3.58
Farm Organization Recitation	9	3.44	27	3.3
Farm Organization Laboratory	9	3.333	25	3.124

From the above table, we see that with but one exception the averages made by the vocational group were higher than those made by the class of freshmen in 1923.

From this table the mean grade made by each group was determined. The mean or average grade for boys who have had Vocational work in high school was 3.698 or very nearly a G. (Refer to previous page and you will see that by the index method of weighing grades, a G is given four points.) The mean or average grade for the whole class of freshmen of that year was 3.117 or very little over an M. From college records the average intelligence of the vocational group and of the non-vocational group were worked out. The average rank of

(*Continued on page seventeen*)

TEACHING MARKETING

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(e) The risk of the speculator or buyer of large quantities of produce.

(f) An appreciation and understanding of the factors of management, finance, and cooperation necessary to make a cooperative marketing organization successful.

(*Continued on page fifteen*)

THE PHILADELPHIA A. V. A. CONVENTION

(*Continued from page four*)

Dillingham, Josephine C., Supv. of Home Economics, Philadelphia.
Fels, Maurice, Philadelphia.
Fulmer, D. H., Asst. to Secy. and Business Mgr. Board of Ed., Philadelphia.
Green, A. B., Head, Dept. of Mech. Arts, Germantown High School, Philadelphia.
Gotwols, Isabella L., Supv. of Industrial Arts, Philadelphia.
Gideon, H. J., Director of Compulsory Education, Philadelphia.
Goodling, Mr., Director Natl. Farm School, Doylestown, Pa.
Godfrey, Grace, Director of Home Economics, Drexel Institute, Philadelphia; President, Penna. and Phila. Home Economics Associations.
Hicks, Col. G. W. B., Secy. Ind. Rel. Com., Chamber of Commerce, Philadelphia.
Hedden, C. E., State Supv. Ind. Ed., Secy. Pa. Voc. Assoc., Harrisburg, Pa.
Hurrell, Dr. A. S., Penna. State College.
Hall, Jos., Dir. Voc. Ed., Camden Co. Voc. Schools, Camden, N. J.
Hopkins, Mr., Asst. to Secy. and Bus. Mgr., Board of Ed., Philadelphia.
Johnson, Alice A., Supv. of Home Economics, Philadelphia.
Jennings, Florence B., Social Service Dept., Board of Ed., Philadelphia.
Kirk, J. G., Director of Commercial Education, Philadelphia.
Klonower, H., Director, State Teacher Bureau, Harrisburg, Pa.
Kester, R., Editor Pa. Farmer, Philadelphia.
Lindsay, G. L., Director of Music, Philadelphia.
Meeks, W. A., Managing Director, Typothetae of Philadelphia.
MacBride, Elisabeth, Supv. of Home Economics, Philadelphia.
MacCallum, Helen M., Div. of Industrial Arts, Philadelphia.
Matthews, J. J., State Supv. Ind. Ed., Harrisburg, Pa.
Magill, W. H., Asst. Prof. Voc. Ed., Univ. of Penna., Philadelphia.
Maguire, Margaret T., Principal of McCall School, Philadelphia.
Nieweg, F. C., Asst. Director of School Extension, Philadelphia.
Nusbaum, Louis, Assoc. Supt. of Schools, Philadelphia.
Peabody, Gertrude, Dir. Home Econ., Temple Univ., Secy.-Treas. Penna. Home Econ. Association.
Pratt, Jas. A., Pres. Williamson Free School of Mech. Trades, Pennsylvania.
Robinson, F. R., Head, Industrial Dept., Central High School, Philadelphia.
Ratchford, N.
Rudolph, A. Adele, Supv. of Industrial Arts, Philadelphia.
Slingluff, B. F., Supv. of Mechanic Arts, Philadelphia.
Svenson, Olga I., Supv. of Industrial Arts in Spec. Classes, Philadelphia.
Sill, Ruth P., Principal of Girls Trade and Cont. School, Philadelphia.
Saile, Wm., Head, Industrial Department, Frankford High School, Philadelphia.
Sparks, E. S., Secy. Metal Mfrs. Assoc. of Philadelphia.
Stuart, G. S., Secy. Phila. Builders Exchange and Employers Assoc.
Steward, Mae M., Supv. of Industrial Arts, Philadelphia.
Schofield, H. E., Supv. of Mechanical Drawing, Philadelphia.
Sylvester, C. W., Dir. Voc. Ed. of Baltimore, Md., Treas. A. V. A.
Smith, Z. M., Secy. A. V. A., State Dir. Voc. Ed., Indianapolis, Ind.
Schoenberger, E., Asst. Supt. of Supplies, Bd. of Ed., Philadelphia.
Smith, E. Y., Asst. to Secy. and Bus. Mgr. Bd. of Ed., Philadelphia.
Thomas, W. K., Supv. of Mechanic Arts, Philadelphia.
Welsh, W. H., Director of School Extension, Philadelphia.
Wright, J. C., Dir. Fed. Board for Voc. Ed., Washington, D. C.
Wahlstrom, L. W., Mgr. of Exhibits A. V. A., Chicago, Ill.
Whitney, Dr. G. D., Prof. of Voc. Ed., Univ. of Pittsburgh, Pres. Penna. Voc. Assoc.
Griffin, Mr., Philadelphia *Inquirer.*
Jaeger, Mr., Philadelphia *Record.*

CONVENTION COMMITTEES

Chairmen of the several committees were announced as follows:

Convention Management—Charles F. Bauder, Director of Industrial Arts, Philadelphia.

Hospitality and Entertainment—(a) for men: B. F. Singluff, Supervisor of Mechanic Arts, Philadelphia; (b) For women: Henrietta W. Calvin, Director of Home Economics, Philadelphia; (c) Music: G. L. Lindsay, Director of Music Education, Philadelphia; General Chairman, Frank C. Nieweg, Assistant Director of School Extension, Philadelphia.

Publicity—J. G. Kirk, Director of Commercial Education, Philadelphia.

Registration and Information—H. E. Schofield, Supervisor of Mechanical Drawing, Philadelphia.

Banquet—T. M. Dillaway, Director of Art Education, Philadelphia.

Those in attendance at the luncheon were assigned to important duties on these various committees.

A RECORD WHICH IS HARD TO BEAT

(*Continued from page eleven*)

teen pigs and took seven to the State Fair, where they won first in the open class, as well as nine other ribbons in various classes in which he showed them. His pigs won $180 in prizes and when sold averaged $59.20. His profit for the year was $510.

"At present Carl has $800 in the bank, $40 in feed, three hogs worth $250 and expects $600 for his spring crop of pigs. This will raise his total earnings to $1600 for two years' work while attending school. He believes his pigs will put him through college.

He is now enrolled in the Agricultural College at Missouri University and will specialize in Animal Husbandry."

Occupational Status of Vocational Agriculture Graduates

By RUFUS W. STIMSON, *State Supervisor of Agricultural Education, Boston, Mass.*

A SURVEY has been made to determine the present occupations of all who, since the first school in Massachusetts of this home project type opened in 1908, have had one year or more of education at the various vocational agricultural schools and high school departments in Massachusetts. On December, 1927, the returns were tabulated and charted. Some of the findings are shown by the following summary:

Connected with Agriculture		53%
Farming full time	40%	
Farming part time	5%	
In agricultural education	1%	
In business allied to agriculture	4%	
Have agricultural side lines	3%	
Not connected with agriculture		47%
Total		100%

Less than 5% of the people in Massachusetts are on farms. The above results, with more than 95% of the people in attractive callings which are everywhere competing for boys and drawing them cityward, are remarkable.

Percentages are based on the known Occupational Status of 2,157 persons trained one year or more. Others similarly trained but not found numbered 629.

Went to Agricultural College, some of whom are now farming, 7%. Went to Non-Agricultural College, 5%.

Further comment follows:

(1.) The number whose occupational status is known is 2,157. This is 74% of the whole number whose whereabouts were sought, thus leaving 629 not found. Assuming, as the Federal Board for Vocational Education has done in its Bulletin 82 on page 19, that if found such an unaccounted for group would be distributed among the various occupations in the same proportions as those whose occupational status is known, the total of "known occupational status" (2,157) is used as the base figure for the per cents given on the chart and in the table, and those which follow.

(2.) A factory village department, with 89% found, has 86% connected with agriculture. A country village department with 100% found, has 84% connected with agriculture. The former served a surrounding farming territory, but was kiled in a political fight which had nothing to do with the merits of this kind of education. The latter has steadily grown in influence and has an enrollment now of 31, all but one (an infantile paralysis victim for whom an outdoor occupation has been prescribed) from farm homes.

(3.) The first separate school, with 70% found, has 74% connected with agriculture.

(4.) Of the three county agricultural schools: One, with 87% found, has 63% connected with agriculture; another, with 70% found, has 59%; and the third, with 44% and 69% found at its two centers, has respectively 43% and 57% connected with agriculture.

(5.) Certain experimental departments, soon discontinued, but not until after thorough trial, account in large part for the lower average for the whole period and for the whole state. One such, near a summer resort, with 100% found, has the lowest ratio, 17%, now connected with agriculture.

(6.) Our diagram is like one published by the Federal Board for Vocational Education for the whole country, based on sample groups from the various states. These selected groups showed: 74% connected with agriculture, and 26% not connected; 9% who went to agricultural colleges and 15% who went to non-agricultural colleges. If the group we furnished, according to the specifications for its selection given us, had been used for our diagram, our per cent connected with agriculture would have been 80%. Total counts are shown in our diagram, and not selected case counts.

(7.) Vigor, handiness, and versatility are factors which have operated to extend the benefits of the training but to cut somewhat the percentage of those now connected with agriculture.

Vocational agricultural education is rich in open air and muscular activities, in shop work, in outdoors construction and repairs, and in automotive repair, adjustment, and operation features; also in purposeful thinking, purposeful planning, purposeful managing, measuring, and accounting. Half the school day in high school departments is given to general education, English, history, civics, science and the like.

Frequently, it has been discovered, pupils and parents have felt that the agricultural course is the "most practical" course in school, that more can be salvaged out of it in health, handiness, and common-sense ideas about business and public affairs for non-agricultural uses than out of any other course open to their choice; and, in consequence, that agricultural courses have been taken and all project and other farm practice requirements have been cheerfully met where the events proved there had been no intention to follow agricultural careers.

There can be no doubt that, though bad for the chart, this has been good for the boys.

(8.) Conclusion, Vocational agricultural education, in short, is an open door of opportunity to robust and wideawake education which has been and now is appreciated by those who have had its advantages.

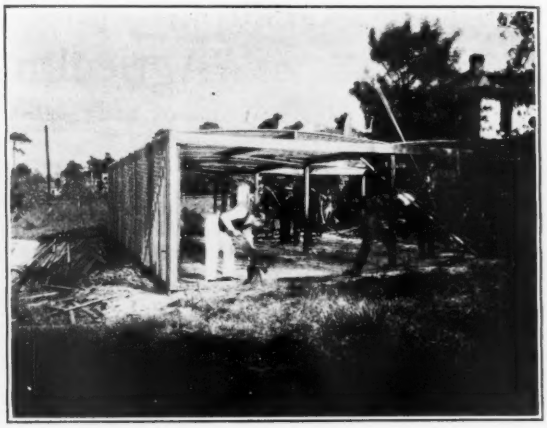
TEACHING MARKETING

(*Continued from page thirteen*)

(g) The service rendered by the banker and other credit agencies.

2. To teach the student how and to what extent prices received by the farmer for his produce are affected by standardizing, grading, and packaging.
3. Development of judgment.
   (a) Furnish knowledge which will aid the student in determining the time and opportunity for

(*Continued on page eighteen*)

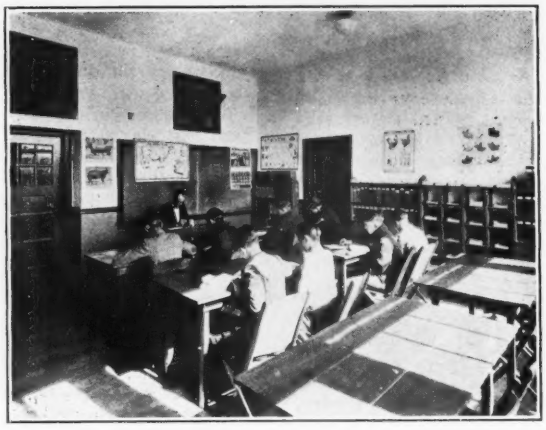


(ABOVE)

Agricultural boys at work in land laboratory plot, Melbourne High School, Melbourne, Fla. R. C. Dancy, Instructor of Agriculture.

(RIGHT)

Agricultural boys at work in classroom, Sanford High School, Sanford, Fla. R. F. Cooper, Instructor of Agriculture.



(ABOVE)

Agriculture class doing shop work in construction of a Slat House, Melbourne, Fla. R. C. Dancy, Instructor of Agriculture. Such projects are common in the schools of the southern part of the state. These buildings, partial shades, are much used in the propagation and growth of ornamental plants.

SMITH-HUGHES CLASSES IN AGRICULTURAL EDUCATION

The above pictures show three phases of Vocational Agricultural instruction—the practical phase, constructive phase, and the theoretical or technical phase. Every effort is made with the Smith-Hughes Vocational classes to balance the instruction in such a manner that the boys who take this training will become well prepared to do specialized or general farming—depending upon the objectives of the course.

They have the opportunity to master the methods of searching out information on problems that present themselves to the farmer and to secure fundamental information about plant and animal life, their culture and control. Mr. Cooper's class at Sanford is illustrative of boys engaged in the classroom study of farm problems.

In addition to the theory and research comes the concrete experience of the planting and growing of crops under existing farm conditions. The school has a land laboratory plot where the group may take part and experiment in growing plants, also in the observation of the best methods of the same. Further experience of an individual and concrete nature is required of the boys in supervised project work, each boy having the responsibility for a definite project.

Such manipulative experiences are given as are required in the construction of projects which make necessary contributions to successful plant growth, as in the case of the slat house shown in the picture at the upper right. Farm shop construction is extended further into the building of such structures as poultry houses and in the up-keep and repairs on farm buildings and equipment.—Florida Vocational News.

AMERICAN VOCATIONAL ASSOCIATION

AGRICULTURAL EDUCATION

COMMITTEE ON RESEARCH

Chairman, C. E. Meyers, 400 North Third Street, Harrisburg, Pennsylvania.
C. H. Lane, Chief of Agricultural Education, Washington, D. C.
F. W. Lathrop, University of Minnesota, St. Paul, Minnesota.
H. M. Skidmore, University of California, Berkeley, California.
J. T. Wheeler, Professor of Agricultural Education, State Agricultural College, Athens, Georgia.
W. S. Newman, State Supervisor of Agricultural Education, Richmond, Virginia.

SUMMER MEETING

of

NATIONAL EDUCATION ASSOCIATION

Division of Vocational Education

The summer meeting of the National Education Association is to be held in Minneapolis July 1-7, and your attention is called to the Vocational Education Department meeting of that convention.

The officers of the Vocational Education Department of the N. E. A., Mr. R. O. Small, State Director of Vocational Education, Massachusetts, President; Mr. O. D. Adams, State Director of Vocational Education, Oregon, Vice-President; Mr. J. E. Painter, Supervisor of Manual Training, Minneapolis Public Schools, Secretary, and a local committee have been working diligently preparing a program that should be both interesting and worthwhile. The general outline of the program to be offered is—First, a general vocational education meeting; Second, a vocational education banquet; Third, six sectional meetings, namely—agricultural education, home economics education, commercial education, industrial arts education, trade education and vocational guidance.

"Opportunities for Women Trained in Home Economics" is the title of a bulletin which will be released from the press and ready for distribution May 1st, 1928, by the Woman's Occupational Bureau, 1111 Nicollet Avenue, Minneapolis. The cost of the bulletin is thirty-five cents.

An advisory group from Home Economics has cooperated with the Woman's Occupational Bureau of Minneapolis and the School of Business at the University of Minnesota to make a study of the positions into which Home Economics trained women go in Minneapolis and St. Paul.

The method used in securing the information will be valuable to other localities interested to make such studies and the content of the bulletin will be of special interest and value to vocational councillors, vocational guidance specialists and home economics people in the elementary, secondary and college fields. The bulletin contains information concerning types of positions held by Home Economics trained women, these preparations for the various types of jobs, salary and other information.

It is hoped that occupational bureaus of other cities will follow the example of Minneapolis and make similar studies. These bulletins can be procured from the Woman's Occupational Bureau in Minneapolis.

PLAN OF STUDY

(*Continued from page thirteen*)

intelligence for the vocational group was 49.6 and for the whole class of freshmen of that year, 39.3. On the basis of the original computation this 49.6 is considerably higher for the vocational group than for the whole class.

A comparison was made of all the college grades of the boys in the Agricultural Division who have had Vocational Agriculture in the high school and the grades of all men enrolled in the Division of Agriculture in the years 1919-20; 1920-21; and 1921-22.

Average of all college subjects of 73 Vocational Agriculture students 3.07

Average of all college grades of all college men:

1919-1920 ..... 3.07
1920-1921 ..... 3.007
1921-1922 ..... 3.14

The following table shows percentage of E's, G's, M's P's and F's made by Vocational Agriculture students and the general college group:

Comparison of Grades with College Grades

	% of E	% of G	% of M	% of P	% of F
Freshmen Voc.	1.7	29.7	3.17	25.1	10.4
College Boys	10.2	19.4	31.4	27.5	11.5
Sophomore Voc.	8.0	27.2	34.7	23.4	7.5
College Boys	10.8	25.0	34.6	21.3	8.3
Junior Voc.	14.6	33.4	38.2	12.7	1.2
College Boys	8.0	29.2	35.6	20.2	7.0
Senior Voc.	18.9	39.1	29.3	10.1	2.5
College Boys	12.8	32.4	35.3	18.4	1.1
Average Voc.	12.5	29.6	35.9	17.2	4.8
Average for College	10.4	26.7	34.7	21.1	7.1

From this study it would seem that former Vocational Agriculture students made better grades than those in the Agricultural Division who have not had Vocational Agriculture in high school.

TERMINAL COURSES VERSUS PREPARATION FOR COLLEGE

(*Continued from page six*)

of academic educational attainment. Rather I believe it should be measured in terms of the service which the individual is enabled to render to society, according to his intelligence, his aptitudes and his special abilities. This service may be in a professional capacity, as a law maker, as an administrator, as a business man, as a public servant, as a producer of things which society needs, or it may be as a worker in the many fields of service which contribute to the well being, comfort, and satisfaction of the worker's fellowmen. We need to restore a respect for the dignity of labor. If a conception of the social function of education of this kind could exist in the minds of teachers, principals, supervisors, and administrators, the problem would be much more easily solved, and our educational programs would make a far greater return to the communities that support them.

HOME ECONOMICS EDUCATION

Carol and "Perky"

Training in Vocational Home Economics Functions Today in Missouri High Schools

STELLA MOORE, *State Supervisor Home Economics Education for Missouri*

"PERKY"

CAROL MORGAN, a student in the Vocational Home Economics class in the High School, at Unionville, Missouri, tells the following story of her project in Nutrition.

"In October every girl in the advanced Vocational Home Economics class chose a home or outside project on the care and feeding of an underweight or an overweight person while we were making a study of food and nutrition in the Home Economics class.

"I chose 'Perky' a little boy eight years of age. He is next to the youngest of a family of nine, the mother being away from home on account of ill health. 'Perky" was seventeen pounds underweight, this, I thought was due to a lack of proper food and clothing. He could not play like other boys, and could not compete with his classmates in school work.

"The Vocational Home Economics Club in the High School decided to finance the project and I was to plan and prepare 'Perky's' lunch each day for two months. I made out daily diets for his lunches which included a pint of milk, fresh fruits, meat or a meat substitute, soups, and plenty of vegetables, both fresh and cooked. He came to my home to eat during the first month, then we girls prepared the lunch in the laboratory and he would eat at school.

"After three weeks there was a remarkable change in 'Perky.' His pinched expression became one of smiles, his dull, drawn eyes became bright and snappy, and he began to play like a boy with other children, and to do better work in his classes at school. He gained ten pounds.

"His teacher testified to the change in class work. The Vocational Agriculture teacher was quite impressed with the change in the boy's attitude on the playground.

"The girls in the class became interested in watching the change in him. We bought him some new clothes, and you should have seen him, he was so proud of himself. He took much pride in keeping himself neat and tidy.

"We continued this project through December and since that time he is still drinking milk, eating better food, and sleeping ten hours or more each night. We are still helping him find little odd jobs to do to earn money, such as passing programs and placards for school activities. This tends to show what proper food and care will do for a poor little mal-nourished child. 'Perky' is only one of many thousands of children in our country that is in the same condition."

This story of Carol and her interest in the little neighbor boy is typical of similar experiences of the 2000 girls in the Vocational Home Economics classes who are making their training in High School carry over into the home and the community. These girls learn to appreciate children and their needs by making a study of and dealing with the child in her own home or the home of her neighbor.

The development of the child physically, mentally, and morally, is one of the big responsibilities of the home maker. Training for this future responsibility is given in a simple and normal way through home projects similar to the one given above.

TEACHING MARKETING

(*Continued from page fifteen*)

the purchase or sale of material needed or owned by the farmer.

(b) Develop ability to interpret market fluctuations.

(c) Assist student in obtaining information which will aid in determining when and how long farm products should be stored.

4. Development of an understanding regarding the importance of consumer's demands.

Methods of Teaching Marketing

1. Teacher must have definite objectives to be reached through the teaching of the various topics. The course in marketing in a vocational department must not become simply an academic discussion.
2. There should be a definite tie-up with local conditions.
3. The discussion method with problem assignment is well suited to the teaching of a marketing course.
4. Many illustrations from ads in magazines and farm papers are available.

(*Continued on page twenty-nine*)

A HEALTH PROJECT FOR GRADE CHILDREN

HAZEL E. THOMPSON

State Supervisor, Home Economics Education
Topeka, Kansas

In one of our far western schools an excellent piece of work has been carried out by the vocational home making teacher and her second year class for several years. One day each week the teacher and her girls go to the grade school building to carry on health work with the primary grades.

Each girl in the home making class has charge of a certain number of children. She weighs her children and charts the weight. "Health Chore Cards" on which the child has kept a record of his daily health habits is checked and stars given as awards for certain achievements.

The girls take turns in conducting the health lesson. Stories, illustrated by posters, are told and sometimes the health stories are dramatized by the children.

This year white rats were secured from the State Agricultural College Experiment Station and a feeding experiment was carried out. The children were intensely interested in the experiment and were profoundly impressed by the difference between the little animals that were fed properly and the ones that were not given the right food. The amount of milk used by the children has been greatly increased as a result of this experiment.

Many of the mothers send in questions or visit this class and it has had a far reaching effect on the attitude of the entire community toward the health of the school children.

MOTHER IS THE MAGNET OF THE HOME

R. L. COOLEY

President American Vocational Association

BEFORE THE NORTH CENTRAL REGIONAL CONFERENCE IN HOME ECONOMICS EDUCATION, CHICAGO

"Mother controls the family purse strings. Her ability to function as the purchasing agent of the family marks the rise and fall of the barometer of national prosperity. Equip our school girls with training in Homemaking and the business of our country will be stabilized.

"When school days are over most of our girls step into an occupation while a few fill up the ranks of 'Unemployed' pleasure seekers. Girls and women of America have flocked into offices, shops and factories. Eight million women are employed in the United States in professional or industrial work.

"Our boys receive five years of training for a plumber's job. We give the girls and women who are the backbone of our nation training which will fit them into the industrial or professional world. Within five years or less, the business girl may enter a home. What training has she received for her life time job?

"Homemaking—Domestic Science—Home Economics means more than merely a channel for the teaching of cooking and the use of a dress pattern. It is the open door which gives an opportunity to magnetize our mothers with the responsibilities of Homemaking.

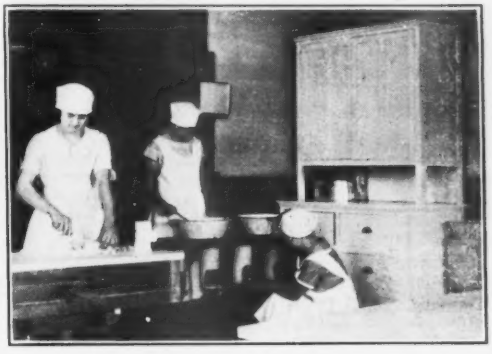
"Give our school girls training which will enable them to build and maintain a home and the foundation rock of our country is safe."

VOCATIONAL HOME MAKING EDUCATION IN ALABAMA

MOTTO: *"To do common things uncommonly well."*

Personal and home improvement are a definite part of the home making program in Alabama. Class instruction and home projects help girls and women to solve problems in family relationships, home management, training of children, health of the family, clothing, foods and in making the home more convenient and attractive.

A Lesson in Dyeing



A Lesson in Soap Making

We Go to Market

ELMIRA E. NOYES

PROBABLY all little girls have been sent to the store at sometime to buy some article of food which the mother finds she needs in the preparation of the next meal, but in how many cases has this running to the store on errands for mother given the child any experience in the selection of foods for the family? Surely not in the majority of cases, so a consideration of food buying or marketing is just as important in a course in Home Economics as food preparation.

If we can interest our pupils in things relating to markets and marketing they will be in a position to profit by the many aids that may later fall into their hands in the form of bulletins, magazine articles or a neighbor's experience, not to mention what they may gain from the commissions given them by mother and the more directed study of the subject in food classes. A marketing lesson in the classroom may have some value but it can never arouse the same amount of interest that a trip to market and the stores will arouse. It is not difficult to arrange such trips, and they are well worth the effort. No one can market well by just reading books on the subject and by using the telephone. The only way to learn is through constant application of all one knows on the subject and by repeated trips to market for practice in food selection. A classroom lesson in marketing might be compared to making purchases over the telephone, while the visit to market is one of the trips that leads to knowing through application and practice.

When we take a class to market in Norfolk they see first hand the different types of business places devoted to handling foods. First there is the handsome city market of which we are justly proud, second the country market where the farmers' carts are backed against the curb, third the stores that carry charge accounts and have a delivery service, fourth the cash and carry, and the chain stores. These different places the class compares as to sanitation, quality of wares, prices, appearance of clerks and such items.

It is fitting that we stress in our trips, market facilities, vegetables and sea foods, for Norfolk has one of the finest city markets to be found anywhere, is the center of a large and famous trucking section with seafood industries that are no less important than the trucking.

Following are some brief notes on some class trips to market:

1. A certain class has been giving special attention to vegetables. They went to market to find out what vegetables they could obtain, which were in season, which out of season, the range of prices at different stalls and particularly to investigate any unfamiliar to them. The class was divided into groups, each of which had a certain amount to spend. Upon reaching the market the groups entered by different doors and each pursued its own way. There was time on the return to compare purchases and to discuss their value both from the money and food standpoint. The next lesson took up the cooking of the vegetables that were bought.

2. The different brands, size of packages, and price of staple foods was the reason for a marketing trip for another class. A list of staples, flour, sugar, baking powder, coffee, cocoa, etc., was made beforehand. With these lists, visits were made to several chain stores and to credit and delivery stores. After the trip a chart was made of the information obtained. A lively discussion followed which covered the causes of variations in price of the same brand at different places, and of different brands at the same place. Also which sized package was most economical.

3. Arrangements were made beforehand for another class that went to market. This was a purely observational trip. As the children went through the market they made a list of all the vegetables and fruits they saw and jotted down notes about the unfamiliar ones. At one of the meat shops the butcher gave a demonstration and showed various cuts of meat. In the fish market they had a talk about fish and were shown the different varieties.

4. A group of classes were preparing for a food sale. The members of these classes were sent out to investigate and report on the prices of the same products at the market or in the delicatessen stores. These results were tabulated and compared with the calculated cost of the articles prepared for the sale. A similar sort of investigation was carried on by a class that was making fruit cakes on orders. Their investigations included a trip to a bakery where they saw cakes being made on a commercial scale. The use of oven thermometers and the care taken to have the right even temperature were the things that made an impression on them.

5. This group went to market armed with a questionnaire, which inquired about unfamiliar and familiar fruits and vegetables, about different kinds and cuts of meat and about varieties of fish, the prices of all these food stuffs, and whether they were produced locally or not. There were also questions about the market itself. As usual, at the market, the class divided into groups. The market people are always very courteous with the children answering questions and giving information. There was one particularly pepful group who found their way to the Superintendent of Markets. They came back with a lot of information and statistics about the cold storage plant and storage facilities, the cost of the market and the cost of running it, the number of people employed and such items.

These are some of our experiences with market trips. We have no set procedure, each class suggests its own objective for the trip. Our main purpose for all classes is to teach intelligent and economical food buying, but the manner of approach and the after development of market trips are as individual as the members of the classes.—The Virginia Vocational Association Bulletin.

An Analysis of Report Forms Used by Teachers of Vocational Home Economics

BEULAH GILLASPIE, *Graduate Student in Home Economics, University of Minnesota*

THIS study was undertaken as an attempt to determine what facts the State Supervisors of Home Economics wish from teachers in the vocational schools.

Each State Supervisor of Home Economics was asked to send copies of the report forms used by the teachers.

The report forms were divided into groups pertaining to day, evening, and part-time schools, and a list was made of all items found on the blanks. The items were grouped under, what seemed to be, the most logical heads and from this a form was made which was used to check each report.

In making up this report the following were used: report forms covering different units of time—the time element varying from one month to nine months; statistical and general; claims for reimbursement and application for Federal and State aid. Special report blanks were sent by some states as report forms for health, nutrition, home practice, and club work. These were not considered in the analysis.

This study does not include report forms from teacher training institutions.

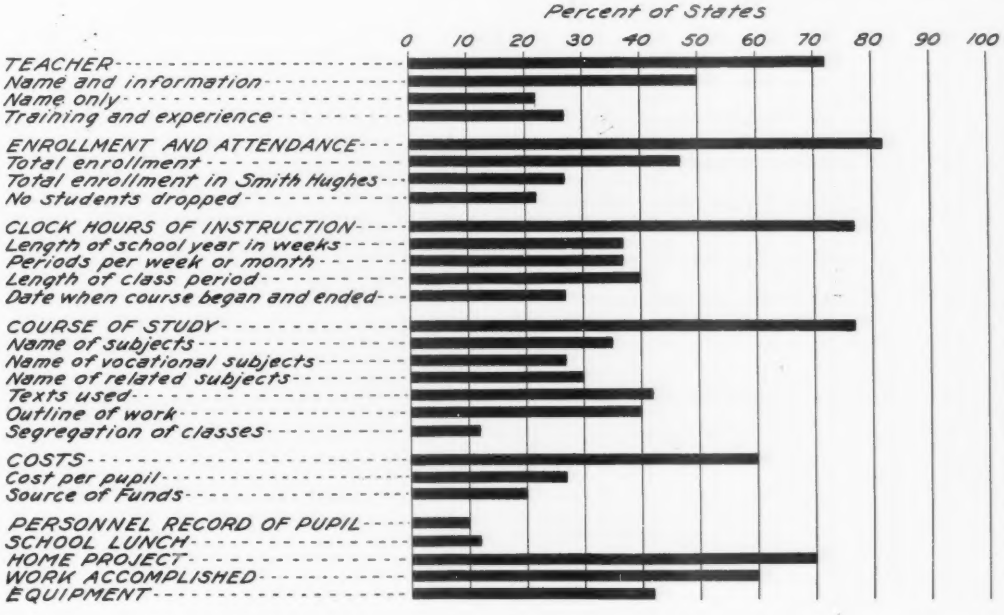
Day School

Forty states sent report forms for the day school. They are: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Pennsylvania, South Dakota, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin and Wyoming.

Twenty states asked for the name of the teacher, her qualifications, schedule, salary, or activities, while nine asked for her name only. The most common elements to be found in the blanks for reporting were schedule or program, and total annual salary. Eleven states asked for information as to training and experience. Within the eleven some states use special forms for securing this information.

Thirty-three states desired information as to enrollment and attendance. Of that number nineteen wanted total enrollment; eleven, the total enrollment in Smith-

Table I.



Most Common Items Asked for by State Supervisors
Day School
Number of States Replying 40

Hughes classes, and nine the number of students dropped.

Thirty-one states asked for clock hours of instruction, of which fifteen asked the length ot the year in school weeks; fifteen, the number of periods per week or month; sixteen, the length of the class period; eleven, the date when the course began and ended.

Thirty-one states require a report on the course of study. Fourteen desired the name of the subjects; eleven, the vocational subjects; twelve, the related subjects; seventeen, the texts used; and sixteen, an outline of the work. Five states asked if the classes were segregated.

The personal record of the pupil was included by four states, and items concerning the school lunch were listed by five.

Twenty-eight states gave a part of their regular report form or sent separate detailed blanks for reporting home project work. A large number of questions were asked concerning the projects. The most common requests were: title, scope or plan of project, number carried on, visits by instructor, method of supervision, and outstanding results. The states that sent special reports for home projects are: Arizona, Idaho, Iowa, Kansas, New York, Ohio, Texas, Washington. Arizona sent a separate report blank for home practice. Twenty-four states wanted to know the work accomplished.

Twenty-four states had some item relating to cost, but in general little emphasis was placed on cost. Equipment was mentioned seventeen times, but it was not always clear whether the cost was desired or just a list of equipment. Eleven asked the cost per pupil and eight asked for the source of funds. Other items that received attention by some states are: total cost, money made by the department, and use of that money. Colorado, Iowa, New Mexico, and North Dakota sent separate detailed blanks concerning costs. (See Table I.)

Evening School

Evening school report blanks were sent by: Alabama, Arizona, Arkansas, Colorado, Florida, Georgia, Illinois, Indiana, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Utah, Virginia, Washington, West Virginia, and Wisconsin.

The thirty states that sent evening school blanks asked the name of the teacher, while twenty-one states asked for additional information concerning her. Twelve states wanted to know the hourly rate of salary; eleven, the total annual evening school salary; sixteen, the subjects taught or schedule; six, experience; five, training.

Twenty-four states requested the total enrollment and seven the average attendance.

Fifteen states asked concerning the personnel record of the pupil. The outstanding items were name, age, and occupation.

Nineteen states desired information as to the course of study. The only items that stood out were title of course or unit, and outline of course or unit.

The section dealing with the clock hours of instruction was given more weight than any other. All of the states asked for information of some kind: twenty-four requested the number of meetings; twenty, the date of

States Contributing Blanks

	Day	Evening	Part time
1 Alabama	✓	✓	✓
2 Arizona	✓	✓	✓
3 Arkansas	✓	✓	
4 California	✓		✓
5 Colorado	✓	✓	
6 Connecticut	✓		
7 Delaware	✓		
8 Florida	✓	✓	
9 Georgia	✓	✓	
10 Idaho	✓		
11 Illinois	✓	✓	
12 Indiana	✓	✓	✓
13 Iowa	✓		
14 Kansas	✓	✓	✓
15 Kentucky	✓		
16 Louisiana	✓	✓	
17 Maine	✓	✓	
18 Massachusetts	✓	✓	
19 Michigan	✓	✓	✓
20 Minnesota	✓	✓	
21 Mississippi	✓		
22 Missouri	✓	✓	
23 Montana	✓	✓	
24 Nebraska	✓	✓	
25 Nevada	✓	✓	
26 New Jersey	✓	✓	
27 New Mexico	✓		
28 New York	✓	✓	✓
29 No. Carolina	✓		✓
30 No. Dakota	✓		
31 Ohio	✓	✓	
32 Oklahoma	✓	✓	
33 Pennsylvania	✓	✓	
34 So. Dakota	✓	✓	
35 Tennessee	✓	✓	
36 Texas	✓		
37 Utah	✓	✓	
38 Vermont	✓		
39 Virginia	✓	✓	
40 Washington	✓	✓	✓
41 W. Virginia	✓	✓	
42 Wisconsin	✓	✓	✓
43 Wyoming	✓		

beginning; eighteen, the date of closing; seventeen, the length of each class period; fourteen, the days of week and hours of meeting; thirteen, time for each subject or unit.

Three states inquired if equipment was adequate.

Eight states wanted a report of the work accomplished.

Eight states asked relative to costs.

(See Table II.)

Part-Time School

Forms pertaining to the part-time school were sent by: Alabama, Arizona, California, Indiana, Kansas, Michigan, New York, North Carolina, Washington, and Wisconsin.

The amount of information procurable from the part-time blanks was much less than for either the day or evening schools.

Three states out of ten sending blanks asked only for the name of the teacher, while seven asked for the number of teaching hours per week. Very few other questions were asked.

All of the states reporting had items relating to enrollment and attendance.

Two states listed items as to the personnel record of the pupils.

All but one state desired information regarding the course of study. The subjects taught and the outline of the lessons taught were the outstanding items.

Items relating to clock hours of instruction were listed by eight states. Six states asked for the number of hours in each unit per week; five, the date when the unit began; four, the date when the unit closed; three, the number of meetings.

One state desired information concerning costs. (See Table III.)

Discussion

Some of the states did not send all of the blanks used because they were being revised or for other reasons. This report does show, however, where the majority of supervisors are placing emphasis in the report forms.

It was found that there was little uniformity in the number of forms used, in the items asked for, and the arrangement of the items on the blank. It is desirable to simplify reporting and at the same time insure accuracy of report and cover the most important items. The writer would urge that supervisors avoid cumbersome, complicated report forms. The aim should certainly be in the direction of simplicity and clearness.

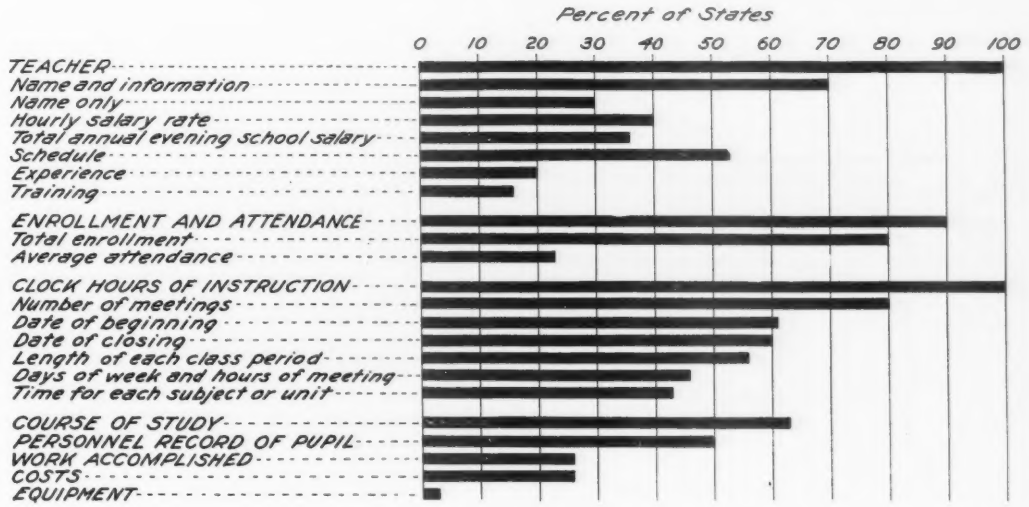
From the report forms studied emphasis was placed on enrollment and attendance, clock hours of instruction, course of study, and home projects.

Items dealing with the matching of Federal funds by State and local money and the expenditure of Federal money by the states were not found in all reports. It must be assumed, however, that this matter is taken care of by some other method.

The report forms were intended for public secondary schools, consequently care was taken of items pertaining to public supervision and control of classes or schools, and of instruction of less than college grade.

Fitting for useful employment can best be checked in reports by very definite specifications of the course of study, and to a great extent, by the methods used in teaching the home economic and related subjects. This point was considered in a general way by a majority of the states. It would seem desirable, however, to require the type of report which would show the important homemaking activities covered by the home economics curriculum, the organization of the units of homemaking, and the methods used in teaching. The supervisor

Table II.



Most Common Items Asked for by State Supervisors
Evening School
Number of States Replying 30

should know whether obsolete or up-to-date techniques are being employed. She should find whether the teachers are making any effort to use and evaluate such methods as the project, contract, case study, and other methods. It is also desirable to find out if the methods used and standards reached are consistent with good home practices. Reporting would be of less importance if supervisors visited the schools frequently and checked up by the personal contact method. Since visits at frequent intervals are seldom possible, the reports should give a clear picture of the local situation.

The items relating to the age of the pupil and the segregation of pupils in home economics and related subject classes were considered in but a few cases. Five states asked about segregation of classes in related work.

It was possible from most of the report forms to determine whether or not the required length of time was given to the work.

Some items were noticeable from the standpoint of the little attention that they received.

The teachers' qualifications were asked for by few states. It is assumed that the remaining states have some other means of securing that information.

It was surprising to note, what appeared to be, the lack of interest in costs. Many states did not ask about costs, some states covered the item in a fairly adequate manner, and four states had separate blanks for the purpose. Careful accounting of funds used by the home economics department should be made irrespective of the source of income. Local teachers and supervisors should have accurate information on this point to be able to justify expenditures, to plan a budget for the department, to answer inquiries of local and state school boards and legislatures.

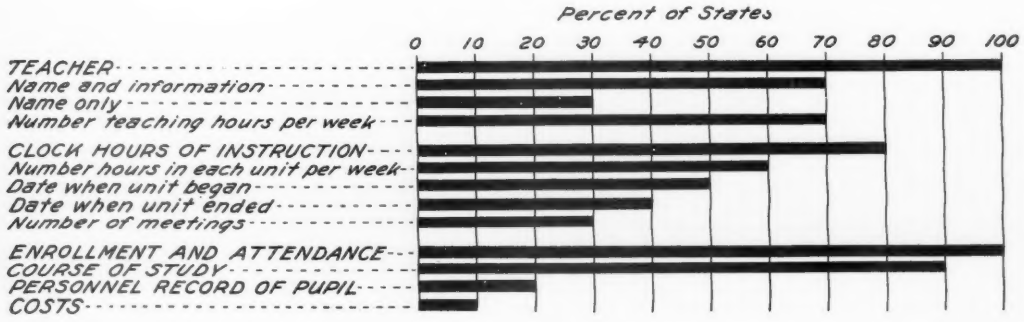
Very little was asked in regard to what the teacher did for professional improvement while on the job, or what plans the teacher had for improvement during the summer.

The general impression one would get from studying the report forms submitted is that the number is adequate, and that more emphasis might well be placed on checking on costs, organization and content of the curriculum and methods of teaching.

It is more than likely true that supervisors use other methods of checking on these points. We did not ask for supplementary materials.

As interest increases in Home Economics Education research it would appear that the reports asked for by state supervisors might include valuable materials for study and analysis.

Table III.



Most Common Items Asked for by State Supervisors
Part-time School
Number of States Replying 10

TRADE AND INDUSTRIAL EDUCATION

Diligence and Perseverance Still Have Their Reward

WILLIAM SACHS
El Paso Trade School, El Paso, Texas

HE FIRST came to us in an evening class in the machine shop back in September, 1920, a long, thin, awkward, slow and mild-voiced boy, lately graduated at a local private school and apprenticed at the "G. H." railroad shops as a machinist apprentice at the age of 18. In a world all around him of strange situations and new methods and too timid, perhaps, to ask those working around him the many questions he would like to have answered, he stayed with his chosen calling.

He came all winter to night class in the Vocational School Machine Shop, hardly missing a night the whole school year, working diligently at machines or bench, studying at home and shop. When February, 1921,

(*Continued on page twenty-eight*)

Five room stucco house with bath; one fireplace and a flue. All the bricklaying, electrical work, carpentry, and painting is being done by students of the Alabama School of Trades, Gadsden, Ala. Work on this house was started March 1st and is expected to be completed by April 15th.

Texas Organizes Training Work for the Plumbing and Steam Fitting Industries

N. S. HUNSDON, *State Supervisor of Trade and Industrial Education*

A STATE WIDE CONFERENCE on Apprenticeship, Apprentice Training and Journeyman Training for the plumbing and heating industries was called by the State Director of Industrial Education, at Austin, Texas, March 27, 1928, for the purpose of making some preliminary plans for the training of workers in the plumbing and steamfitting industries. The following problems were discussed during the meeting and a special preliminary commission was heard.

Work of the State Board for Vocational Education in providing training for apprentices and journeymen in the plumbing and steamfitting industries—N. S. Hunsdon, State Supervisor of Industrial Education.

The interest of the State Board of Health in better mechanics for the plumbing and heating industries—Dr. J. C. Anderson and Mr. V. M. Ehlers, State Board of Health.

The training of foremen by the State Department of Vocational Education—H. Dignowity, Department of Industrial Education, University of Texas.

Reports from cities where training programs have been successfully carried on. Houston, Paul Drummett; San Antonio, L. W. Fox; Fort Worth, Green B. Trimble.

(a) The attitude of the master plumber and heating contractor toward a training program—D. D. Robb, Houston.

(b) The attitude of the journeyman plumber toward training of apprentices and journeymen—John Heffernan, Houston.

The national plan of training for plumbing and heating industry—S. Lewis Land, Evansville, Indiana.

Consideration of recommendations of preliminary committee and formation of State-wide program of training.

The following report was submitted by this Preliminary Commission, the personnel of which consisted of the following:

D. D. Robb—Texas State Master Plumbers Association.
John Heffernan—United Association of Steam Fitters and Plumbers of Texas.
H. P. Patillo—United Association of Steam Fitters and Plumbers of Houston.
Harvey Williams—Local Director of Industrial Education, Austin.
Paul Drummett—Local Director Industrial Education, Houston.
H. Dignowity—Foreman and Teacher-Training Department of Vocational Education, University of Texas.
S. Lewis Land—Educational Director, Trade Extension Bureau of Heating and Plumbing Industries, Evansville, Ind.
N. S. Hunsdon—State Supervisor Trade and Industrial Education, Austin, Texas.

Recommendations of the Preliminary Commission:

I. The plumbing industry in Texas needs more technical and practical education.

1. Apprentice training shall be conducted under the advice of a local committee of school people, journeymen, and masters.
2. The local need for apprentice training shall be determined by a survey to be made by a local apprenticeship commission.
3. A plumber's apprentice is defined as one employed by a person or firm legitimately engaged in the plumbing business. It is understood that the work of this conference for vocational training is entirely for apprentices working at the plumbing trade, under the following conditions.
   a. He is hired as a learner.
   b. He works as a learner.
   c. He is trained as a learner.
   d. He is paid as a learner.
4. Employers, apprentices, journeymen, and school people need education in regard to training in the plumbing industry.
5. The state apprenticeship commission, which shall consist of two representatives appointed by the State Master Plumbers Association; two representatives appointed by the Association of Journeymen Plumbers; one representative from the State Board of Health; one representative from the State Board for Vocational Education, and one representative of the local director appointed by the State Supervisor of Industrial Education, shall have the following duties: (Each organization shall notify the State Board of Vocational Education of its appointees.)
   a. To sit in an advisory capacity where a change in policy or rule is concerned.
   b. To support the state program of apprentice training.
   c. To familiarize the people of the state with the state program and report back to the annual conference on plumbing apprenticeship.
   d. To suggest ways and means of providing instruction and training for apprentices.
   e. To outline minimum qualifications for entrance into the trade.
   f. To suggest curriculum requirements.
   g. To suggest ways and means of training teachers.
   h. To recommend qualifications for instructors.
   i. To cooperate with local joint apprenticeship commissions in working out their problems.
   j. The State Apprenticeship Commission shall act as an advisory body to local communities.
   k. The personnel of the local apprenticeship commission shall consist of at least two representatives from the Master Plumbers, two journeymen plumbers and one from the

schools and shall be determined at a joint local meeting.

(1) This commission shall be organized with the chairman as the executive head of the commission, and a secretary seselected from their membership.

l. To study existing laws, rules, and regulations, practices existing, and to inform local apprenticeship committees so they may know:

(1) State apprentice program.
(2) Relation to the State Board of Health.
(3) Program of State Board for Vocational Education.
(4) Program of National Trade Extension Bureau.

II. The duties and responsibilities of the local apprenticeship commission shall be as follows:

1. To make a survey of local and state conditions to determine the need for apprentices and apprentice training.
2. To review and recommend for modification rules and regulations governing apprenticeship.
3. To assist in finding properly qualified instructors and recommend them to school officials.
4. To assist in local school facilities such as rooms and equipment.
5. To assist in outlining courses of study for the schools subject to the approval of the local board of education and the State Board for Vocational Education.
6. Visit the schools or see that they are visited regularly by men from the trade.
7. Cooperate with the co-ordinator or the attendance department in requiring regular attendance of apprentices in school.
8. Safeguard the training of apprentices on the job.
9. Cooperate with the coordinator and the plumbing instructor in the proper conduct of the apprentice while in school.
10. Hear and adjust complaints and if not possible to settle satisfactorily, make reports and recommendations to the State Committee.
11. Enforce regulations.
12. Encourage vocational guidance and occupational study with pupils in all schools.
13. Urge the selection of suitable candidates for apprenticeship and enrollment in classes.
14. Sell the training in the school to the apprentices, the employer, and the parents, and induce the applicants to attend school.
15. Report back to their local organizations and keep them fully informed and active in promoting the local program.
16. Provide men from the trade to speak to groups of apprentices concerning the possibilities, opportunities, and requirements for entrance in the plumbing trade in accordance with plans of the state and local apprenticeship committees.

III. The relation of the State Apprenticeship Commission, the local apprenticeship committee, the local school, and the State Department.

1. Local apprenticeship commission shall act in an advisory capacity in its relation to the local school.
2. Local boards of education shall seek the advice and counsel of the local apprenticeship committee.
3. All relations shall be in accordance with the laws of the State and existing rules and regulations adopted by State departments.
4. Local apprentice committee shall cooperate with the State apprenticeship commission.

IV. How to select plumbing apprentices.

1. It is recommended that the applicant's age be left to local commission, but this conference recommends 16 to 21 years as maximum and minimum ages.
2. The health and general physical characteristics of the applicant should be such as to enable him to perform the work of a plumber.
3. Assurance that the occupational information of the applicant is such that he fully understands the working conditions met within the trade.
4. It is recommended that all applicants have at least the equivalent of an elementary education through the eighth grade; a junior high school education or high school education is desirable.
5. Assurance that the applicant and his parents understand fully the term of an apprentice contract, which includes a five-year term of apprenticeship and at least 144 hours of school attendance at the employer's time during the five-year term. Also that they understand fully the wage schedule, the rate of advancement, and the future possibilities of the plumbing trade.
6. Assurance that applicant is a boy of good moral character and habits.
7. It is suggested that in selecting candidates for apprenticeship, the plumbing industry avail itself of the opportunities afforded by the vocational school and that the plumbing instructor, co-ordinator, or the vocational guidance department of the vocational school be consulted.
8. Apprentices shall be selected by employers, on recommendation of employers or journeymen and approved by the commission.

V. Suggested qualifications for plumbing instructors.

1. For instructors of shop work done in the school shops.
   a. A minimum of at least three years of journeymen experience in addition to recognized apprenticeship.
2. For instructors of related subjects, such as Drawing, Science, Arithmetic, etc.
   a. Related subjects instructor shall have a minimum of two years experience above apprenticeship.
3. The instructor must be certified by the State Board for Vocational Education.

VI. Plumbing instructors may receive training at any recognized institution approved by the State Board for Industrial Education or from an itinerant teacher trainer from the State Department of Vocational Education.

VII. This conference recommends that there be conducted this summer by the State Board for Vocational Education a two weeks intensive training course for plumbing instructors, the place and exact time to be determined by the State Director of Industrial Education.

VIII. Suggested program of training.

1. It is recommended that whenever possible, the local apprenticeship commission provide for a full time qualified instructor in the local school.
2. Whenever instruction can not be provided in this way it is recommended that a part-time instructor be employed who shall give instruction in the local part-time school.
3. It is recommended that apprentices in towns and cities where instruction can not be provided by either of the three methods outlined above, that such apprentices be enrolled in a correspondence course approved by the State Commission.

IX. Foreman training.

This conference recommends that foreman training conferences be provided for the industries by the State Board for Industrial Education, and that these conferences consist of a series of twelve meetings of two hours length as follows:

Topics suggested for discussion at a twenty-four-hour Conference of Master Plumbers or men encountering problems of foremanship in the plumbing trade and industry.

1. Managerial Responsibilities.
2. Supervisory Responsibilities.
3. Instructional Responsibilities.
4. Leadership.
5. The Creating of Interest.
6. Orders.
7. Cooperation.
8. Reduction of Waste.
9. Safety.
10. Instruction.

Any other topics of interest can be inserted or treated at the demand or suggestion of the foremen.

Mr. Lewis Land, of the Plumbing and Heating Industries Bureau of Evansville, Ind., was present and gave valuable assistance in putting over the program.

Three cities, Houston, Fort Worth and San Antonio, have organized local commissions and have the work organized for the apprentices.

The State Apprenticeship Commission consists of W. W. Robb, Master Plumber, Houston; H. G. Wharton, Master Plumber, San Antonio; H. P. Pattillo, Journeyman Plumber, Houston; Frank Converse, Business Manager Plumbers Union, San Antonio; Dr. J. C. Anderson, State Board of Health, Austin, and N. S. Hunsdon, State Supervisor of Trade and Industrial Education, Austin.

DILIGENCE AND PATIENCE STILL HAVE THEIR REWARD

(*Continued from page twenty-five*)

rolled around, he quit his job at the railroad machine shops and enrolled in the day-trade class, at the same time still keeping on with night class.

At the end of the school year, he again returned to his trade work, enrolling in night class again in the fall of 1922, also changing positions to the El Paso and Southwestern Shops to finish his apprenticeship where his devotion and skill in sketching, together with his mechanical knowledge and mathematics, were recognized. In a short time, he was promoted to the testing department, assisting a specialist in mechanical investigation. Working here and there, until the last year of his apprenticeship, he was temporarily apprentice instructor. In the meantime he kept up his night work in the High School machine shops until 1925.

He was then transferred by the railroad to Tucson as apprentice instructor at a good salary. Today at the age of twenty-five he is foreman of the erecting shop and round-house repair shop in a nearby city and his salary is well over $3,000 a year.

He has a happy home and a resolution that little Joe, his son, will some day follow in the footsteps of his father. In the several visits we had together, he always reflected his interest in vocational training. He is one of the outstanding successes of our students.

SUMMER COURSE FOR PRINTING TEACHERS

At Ocean City, N. J.

The nationally known summer school for printing teachers, which has been held for the past twelve years at Ocean City, N. J., will continue this season as formerly.

This printing school, under the personal direction of Mr. Frank K. Phillips, Manager of the Education Department of the American Type Founders Company, is a unit of the regular summer school for teachers conducted by the New Jersey State Education Department. This permits teachers of printing to take courses in general professional subjects as well as in printing proper.

All subjects given will be accepted for credit toward an appropriate teacher's certificate and also for credit at a state normal school. Advanced courses will receive college credit.

Courses given under the general heading of Printing are as follows:

Printing I—Principles and Practice, 120 hours, 2 credits

Designed to equip the professionally trained teacher in service (either academic or manual arts teacher) with a general knowledge of the basic principles and practice of printing occupations, to enable him to teach printing in the manual arts or prevocational phases of education. This subject is personally taught by Mr. Phillips.

Printing II—Training Course for Teachers of Printing. 90 hours, 3 credits

Arranged for teachers of printing with little professional training or for practical printers who wish to qualify for positions to teach printing. This course includes such topics as analysis of the printing trades, organization of courses of instruction, methods of teaching printing, preparation of instructional materials, class management and rating of students.

The instructor of this course will be George E. Huckins, Head of Printing Department in Buffalo State Normal School and joint author of the training course for printing teachers issued by the International Typographical Union.

Printing III—Linoleum Blocks
60 hours, 1 credit

Specially designed for art teachers as well as for teachers of printing. Deals with principles of art as applied in printing, reproduction of design in flat areas, and make-ready and presswork for linoleum cuts.

This course will be under the direction of Miss Dorothy E. Porter, Supervisor of Art in the Public Schools of Elizabeth, N. J., and Frank A. Baker, of Montclair, N. J.

Sessions begin July 2 and close August 4. Tuition is free to residents of the state of New Jersey. A nominal charge is made for non-residents.

Detailed information may be obtained by addressing Frank K. Phillips, Manager of Education Department, American Type Founders Company, Jersey City, N. J.

SUMMER SCHOOL COURSES FOR COMMERCIAL TEACHERS

Commercial teachers who are planning to spend their summer in Southern California and wish to improve their time by taking University courses in Commercial Education, will be glad to know that both the University of California at Los Angeles and the University of Southern California are going to offer courses in this field.

The University of California at Los Angeles will offer two courses. One of these courses will be "Principles of Commercial Education." This course is planned for those who wish to make a careful study of the organization, administration, and supervision of commercial education in four-year high schools, junior and senior high schools, and part-time schools (two units). The second course will be "Methods of Teaching Shorthand and Typewriting," also a two-unit course. Both of these courses will be offered by Mr. Albert E. Bullock, Supervisor of Commercial Education, Los Angeles, California.

The University of Southern California will also offer a course on "Methods of Teaching Shorthand and Typewriting" (two units). This will be given by Miss Eva M. Jessup, Assistant Supervisor of Commercial Education, Los Angeles, California.

REHABILITATION FUNDS

Laws appropriating funds for the education of handicapped children have been enacted in a number of states and the interest in such classes is growing in communities throughout the country. As the demand for teachers with special training for this work is greater than the supply, training courses for the teachers of sight-saving classes are being offered at several universities. This summer the University of Cincinnati and the University of California will offer elementary courses for the training of sight-saving class teachers, and the University of Chicago will give an advanced course, the latter being limited to teachers who have had elementary training in this work.

Information concerning the courses may be had from the respective universities or from the National Society for the Prevention of Blindness, 370 Seventh Avenue, New York City.

NEWS ITEMS FROM ESTHER BUILDING TRADES CLASS

Esther, Missouri
By H. P.

The boys taking this course this year have enjoyed it very much. When weather permitted at the first of the year, we worked outside building garages, barns, and other out-buildings. At the present, we are engaged in cabinet work in the shop. When work is slack, about two or three periods a week, we assemble at the finishing room and figure out bills of stock for houses or outbuildings.

We have had a great deal of experience in many things. The new school building afforded an excellent opportunity for us to learn of electrical work, by wiring shop, concrete work in making foundations for machinery, making book shelves, benches, cabinets, tables, paneling, glazing windows, and putting on interior decoration in finishing of new work added, and of repair work on other buildings.

We, at present, have ten boys in our class. Nine who come to school all the time and one for this course only, and he says he likes the course very much. We are planning several bigger jobs just as soon as the weather permits and hope we will be successful in every undertaking.

TEACHING MARKETING

(*Continued from page eighteen*)

5. Graphs and charts are not only interesting and valuable but almost essential.
6. Make trips to near-by manufacturing plants. Some boys in the class will be able to describe their experiences in a trip through a packing house.
7. Use articles in current farm papers and magazines on such problems as the "McNary Haugen Bill."
8. Some teachers have found much interest in the actual organization of a cooperative marketing association within the class.
9. Have a student make a price graph on the commodity represented by his project.
10. Watch the market reports to determine profit or loss on a given purchase or sale over a certain period of time.

Difficulties

1. Limited reference material in many schools.
2. Some topics such as future trading are involved, general and technical, and require background of experience or training in economics.
3. Possession of ready-made prejudices by boys.
4. Teacher's lack of background of experience and training in college to weigh both sides of many problems.
5. Little opportunity for activities such as trips, laboratory exercises, etc. Makes study very academic—might lack interest.

SHIP'S NEWS

SIMONDS ECONOMIC PRIZES

Alvan T. Simonds, President of the Simonds Saw and Steel Company, is offering this year $1,500 in two prizes of $1,000 and $500 for the best essay on an economic subject. The subject was put up to 210 leading economists and business men of the United States in the following form:

Alvan T. Simonds Economic Prizes for 1928.

To Stimulate Economic Thinking and to Increase General Economic Intelligence

Alvan T. Simonds offers two prizes of $1,000 and $500 for the best two esays on an Economic subject.

Please *check* the subject you would choose from the list below—*or suggest a subject you would prefer.*

1. Is Prosperity Dependent upon Gold? 7
2. How Can the Costs of Distribution be Reduced? 64
3. Is Advertising Costing the Consumer too Much? 26
4. The Economic Dependence of the United States . 4
5. Did the United States Gain or Lose by the World War? 5
6. Can the Purchasing Power of the Dollar be Stabilized? 17

Suggested Subject 15

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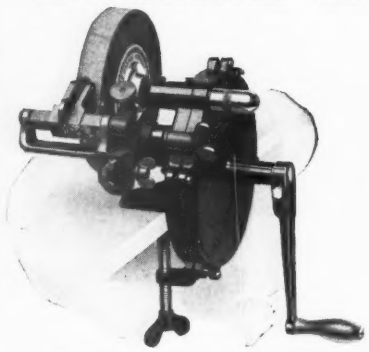
Up to date one hundred and thirty-eight replies have been received and the vote is as indicated in numbers above. In addition to the votes for subjects suggested on the post card, there were fifteen who suggested other subjects. Among these there was no duplication, and in general they covered problems in agriculture, in unemployment and in decreasing profits.

The subject chosen, the rules governing the contest and other information will be given out within a short time.

The American "Liberty" Grinder and Attachments



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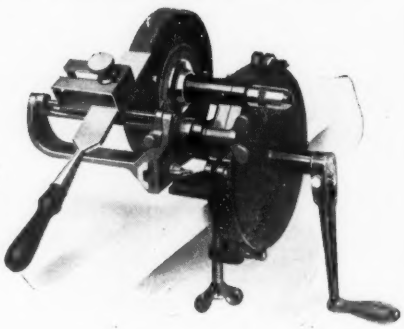

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AMERICAN VOCATIONAL ASSOCIATION

Vol. III NEWS BULLETIN No. 3

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Education and Economics

R. L. COOLEY, *Director of Milwaukee Vocational School, Milwaukee, Wisconsin, and President of the American Vocational Association*

DETERMINATION of a desirable plan of life which will enable the young people of a community to assume the duties and responsibilities of citizenship is the aim of the vocational school of today.

Vocational Education is a movement putting special emphasis upon occupational training, but guarding and serving essential cultural needs of the individual during youthful formative years and especially during those years of initial experience in employment.

Occupational training must be the core of our school work. Our organization must be so planned that health, character, the ability to live—the development of a richer and better life are served and promoted all during the periods our students are with us in the Part-Time School.

The school must definitely concern itself, as one of its major interests, with becoming a guiding factor in the lives of our young people by helping them to determine upon a desirable plan of life.

The Part-Time School affords a splendid opportunity to build important lessons in the feld of cultural life around the "practical" core program of occupational training. A Part-Time educational program challenges the best thought and imagination of our people.

Honesty, industry and culture insuring better lives are as valuable economically as the ability to perform technical operations. What good is it to develop the most competent locksmith if he ultimately uses his skill to pick a lock instead of make one? The economic value of that element in the training of our young people which determines that they shall be honest is greater than the economic value of merely the skill they may acquire and use.

The aim of education is to develop a higher and happier home, family and community life. We want to produce family life enjoying a high standard of living. We must not only be able to produce automobiles. We must produce a people who can use the automobile safely, considerately and decently.

It is the quality, skill and desire built into the people by education which makes a nation rich or poor. Races and nations that make an effort to educate the masses are the ones which make the most progress.

Mass production means we must have consumption by the masses. The net business in this country cannot develop beyond the supply of the needs and desires which enter into the standard of living of the people making up our population.

The ability of our people to purchase the things which enter into their private and collective standards of living must always be the limiting factor on the volume of business in this country. Goods exported in foreign trade from our country can be paid for only in goods and services taken in exchange, brought back to our own country and sold to our own people.

We must develop the sort of people who will desire intelligently, who can serve well enough to earn well enough to buy the things our productive forces are making available.

We have employed in the United States approximately 2,500,000 young people between 14 and 18 years of age.

If the initial experience of these young persons in employment could be made educational in its effect, instead of solely a matter of laboring for wages, we could reasonably expect they could be placed upon a two hundred dollar a year higher economic plane through the ensuing ten, twenty, or thirty years of their life expectancy.

This is obvious to all who know the effect of education in the creation of wealth. It would mean an added purchasing power during their adult life of $500,000,000 per year. In a quarter of a century this movement would affect six groups which would mean 75 billions of dollars added to the purchasing power of our country.

Why should we be primarily interested in developing foreign markets when we have right at home an opportunity by proper educational methods to make such a tremendous contribution to our domestic market?

We shall suffer the consequences of a restricted domestic market if we continue, as we have been doing in the past, to kill off our prospective customers during the period our young people are passing from fourteen to eighteen years of age. Lack of foresight will cost us more than it will cost us to provide proper schooling and superivision for our youths while they are in their initial employment.

Learning while earning is the one method that ever has or ever will furnish the training essential to the bulk of our people entering trade, commerce, or in-

Continued on page thirty-two

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THE PHILADELPHIA CONVENTION

December 13, 14, 15, 1928

CHARLES F. BAUDER, *Chairman, Convention Management Committee*

Philadelphia's plans for the convention are progressing. While we cannot hope to exceed the admirable spirit of hospitality that has prevailed at each of the recent gatherings, we are anticipating for next December the greatest convention in point of attendance in the history of the national societies for vocational education. Just now we are concentrating upon securing the interest and active participation of industrial leaders of this section of the country. We have adopted as the theme of the convention "Education and Industry in Co-operation."

The support of Philadelphia industrial men has been most gratifying. The larger groups of employers in the fields with which the local schools have been co-operating, such as the Metal Manufacturers' Association, the Builders' Exchange and Employers' Association, and the Philadelphia Typothetae, have already assured the pledges of enough of their members to provide for the financial success of the convention. All contributors are being enrolled in the American Vocational Association and the Pennsylvania Vocational Association, and will thus add to the strength of these societies as industrialists interested in education.

The sessions of the Convention proper will begin on Thursday afternoon, December 13, with sectional meetings. The first general session will occur on Thursday evening. On Friday, the 14th, sectional meetings will be held in the morning and a general session in the afternoon. The banquet and dance are arranged for Friday evening. Saturday morning will be devoted to the various sections.

Visits to the schools are planned for Wednesday afternoon and evening, December 12, and Thursday morning, the 13th. Senior and junior high schools, including new structures opened recently with modern facilities for home economics, commercial courses, industrial arts and trade education; continuation and vocational schools, providing for general part-time pupils, part-time apprentice classes, and unit-trade instruction for boys and girls; special schools for children handicapped in various ways, with a variety of prevocational shop-work accommodations; and evening high schools with their varied trade extension courses, will hold open house for the delegates.

Continued on page four

"TO BRIGHTER PROSPECTS BORN"

R. L. COOLEY, *President American Vocational Association*

I have recently visited points north, south, east and west in this country. It is encouraging for the President of the American Vocational Association to observe the growing interest in and enthusiasm for the work which this association represents.

My personal observations based upon conversation and much correspondence leads me to believe that the meeting at Philadelphia will be one of the most largely attended, most enthusiastic and profitable meetings that the association has ever held.

Many people who have, parrot like, repeated the indictment of our school system so frequently heard, that we are preparing people for the white-collared jobs only, are now beginning to ask—"What have we done for the fellow in the woolen shirt out in the works?"

They are also seeing clearly those thousands not in the high schools, not in the elementary schools, not in college but, nevertheless, of an age where much can be done with them. They see a great opportunity to put system, order, and sequence into the working experiences of these young people. They see a chance to promote definite vocational ends and at the same time keep the boys and girls growing in their social and cultural interests. This is a job which challenges the best efforts of all people who believe in education.

The cause is winning support all over the country. The tremendous economic consequences which can only come from such a policy is more and more being seen and appreciated. The interdependence in which people live and the fact that no considerable group anywhere can be neglected without the result being felt in remote parts of the country is coming to be known, believed, and acted upon.

A symptom of the gout may manifest itself in the big toe and the so-called practical people may insist that the toe shall be poulticed. We know now that some of the most stubborn and painful symptoms are produced by the neglect of causes apparently remote.

The whole public movement for vocational education is gaining great support from those who see that for certain industries to work out excellent plans for themselves is not sufficient. If any industry has thoroughly attended to its problem for itself, it may still be, in a measure, beggared through the fact that other industries upon which it depends for livelihood have failed to do their part.

The trend of the times is our way. While much remains to be done, there exists in the situation everything to encourage people engaged in the educational work which the American Vocational Association sponsors.

Beginnings of Vocational Education in Massachusetts

R. O. SMALL, *Director, Division of Vocational Education*

THE nature of Massachusetts' economic interests makes it natural that appreciation of the problems of training for industry should have arisen very early in this state. As in most phases of educational pioneering, the earliest experiments were under private auspices and arose from very divergent conceptions of the need. As early as 1814, a semi-charitable school for the purpose of inducting orphans and other boys into the skilled trades was established in Boston; and after 114 years of existence is still operating under the name of "Farm and Trades School," at Thompson's Island, Boston Harbor. The specialized needs of a highly localized industry, forced to the front by the introduction of machine methods and the decline of apprenticeship resulted in the establishment of the Waltham Horological Institute, giving courses in every branch of watchmaking, and also in opthalmology and engraving.

No doubt other sporadic attempts towards trade training were begun, some of which survive in name only, and others not at all. Public interest in vocational education did not lag behind realization of the need. On the contrary, it resulted in 1872 in the passage of a law which authorized any town or city to establish and maintain free industrial schools. The only city which ever availed itself of this permissive legislation was Springfield, which in 1898 opened an evening school of trades giving instruction, of what would now be termed Trade Extension nature, in toolmaking, plumbing, patternmaking, and electricity.

Two years previously an imperfect realization of the needs of Massachusetts' industries had placed upon the statute books a law requiring, in all towns of ten thousand or more population, the establishment of free evening drawing schools to give work in industrial and mechanical drawing. Some of these schools, particularly the one established in Boston, became important not only through the actual work which they did but also through their effect in pointing the way to real industrial education.

Other private institutions meanwhile were laying foundations for the work. North End Union, Boston, established evening plumbing classes in 1894, and printing classes in 1900. In 1904 the printing instruction was put on the basis of a day school with definite apprenticeship arrangements with the employed printers of Boston. It is interesting to note the statement of the school hours as being "identical with those of the regular work shop, from 7:40 a. m. to 5:45 p. m., except Saturday afternoon." This was indeed a foreshadowing of the principle now generally recognized, that the trade school in its time schedule should emulate the industrial plant rather than the high school. North End Union is frequently, and probably justly, referred to as the first real trade school in New England. Its work was taken over some years ago by Wentworth Institute, where it is still carried on.

The distinction between trade extension education for persons already employed, and trade preparatory training was apparently realized from the very first. The Massachusetts Charitable Mechanics Association of Boston in 1900 opened trade extension courses in five different occupations. The North Bennett Street Industrial School, also of Boston, had in 1897 started a trade extension course in architectural and sculptural modeling for persons employed in the masonry, plastering, and woodworking trades. This school, still in existence, has an earlier history dating back to 1881. Its day courses, however, probably border more closely on the manual training field than on what is now considered true industrial training.

The Trade School for Girls in Boston was opened in 1904 to give trade preparatory training in dressmaking, millinery, and power machine operating. These courses were of very definitely occupational nature. This school, initiated and originally supported by a private organization, has since developed into the Boston Trade School for Girls, a part of the city's state-aided vocational program.

Wentworth Institute was opened in September, 1911. Its purpose is to train young men for efficient service in skilled trades. The instruction is designed "to cultivate intelligence as well as manual skill and dexterity." Its aim is to increase the average standard of skill and intelligence in the trades and occupations for which such courses are established. The day courses are of two types; first, short one year courses of apprenticeship grade for persons who wish to become skilled workmen; and second, longer and more thorough courses for those who already have some practical experience or training, and who wish later to become superior workmen, master mechanics, or foremen. The evening courses are intended for young men already employed in trades and industries and are planned to increase efficiency in present occupations or to aid in securing promotions.

Franklin Union, a Technical Institute, was established in 1908. It owes its establishment to Benjamin Franklin through a bequest, a portion of which was to be expended for "public works which might be judged of most general utility to the inhabitants of Boston." It was decided that an Industrial School and Technical Institute was the public work of most general utility. The day courses are intended to train men for supervisory positions in productive industry. They aim to prepare young men to fit readily into the present complex industrial and manufacturing world provided with a training strong in the fundamental principles underlying modern communication and manufacture. The evening classes are intended to further train men and women, already employed, by supplying the necessary technical, industrial, or engineering knowledge to supplement their daily work and thereby increase their efficiency and earning power.

The real Magna Carta of vocational education in this state is the report, in 1906, of the Commission on Industrial and Technical Education, appointed by Governor William L. Douglas in the preceding year. This Commission made an extensive study of juvenile employment and industry, and found a healthy majority sentiment among manufacturers in favor of specific

vocational training. In spite of the brief time at its disposal, the Commission succeeded in gaining a very clear vision of what trade education should be. Its report takes a decided stand against the confusion of technical and vocational education. Real vocational education, this report says, "must take the child at fourteen and not wait for him to graduate; it must give him academic work more closely related to the specific industry; and it must not attempt to give him all of the academic work that is at present given in the regular high school, and shop work besides."

In accordance with the recommendations of the Douglas Commission, the Commission on Industrial Education was authorized by legislative enactment and appointed in 1906. This body was given power to continue the investigations begun by its predecessor; to stimulate by conferences and lectures the rising tide of interest in industrial training; and to initiate and establish vocational schools "with the co-operation and consent of local authorities." The activities of the Commission followed definitely the lines laid down for it in its authorization.

During its life of three years the Commission on Industrial Education assisted in the establishment of eleven evening trade extension schools in as many different cities. Beverly and Cambridge were the first two cities to open courses under the Commission's authorization in October, 1907; with New Bedford, Taunton, and Waltham only a few weeks behind them. In the fall of 1908 the town of Montague and the city of Northampton divided the honor of opening the first state aided vocational day schools. Each of these schools had three courses: Agriculture, carpentry, and domestic science. The school at Northampton is thus the oldest state-aided day vocational school now in existence in Massachusetts.

On July 1, 1909, the work of the Commission was taken over by the Massachusetts Board of Education. Dr. David Snedden, of Columbia University, became Commissioner of Education; and Dr. Charles A. Prosser, Director, Dunwoody Institute, was shortly afterwards appointed Deputy Commissioner in charge of vocational education. Under these men the Massachusetts system of vocational training took on rapidly the definite form and actuating principles which it still carries. The seven day vocational schools and ten evening vocational schools which came into the system at that time compare with the fifty-seven day schools, sixty-one evening schools, and forty-six continuation schools now in existence.

In 1910 Dr. Rufus W. Stimson became an agent of the department, and his organizing ability crystalized the methods which have since proved successful in the agricultural schools and departments of the state and country. A year later Mr. Charles R. Allen joined the staff as agent in charge of industrial education.

In the early annual reports on vocational education, an insistence was made upon the trade or occupational proficiency of vocational teachers; upon the employment of half or more of the pupils' time in manipulative and productive shop work; and upon the adherence to the hours of industry rather than to the hours of school.

By 1914 a definite program of teacher-training had been initiated; and in the school year 1914-15 teacher-training classes for trade men were conducted in five cities of Massachusetts. This program for the training of teachers has been continued with only minor modifications down to the present, and has been a model for teacher-training programs in other states. The professional improvement of teachers already in service received attention from the state department at the same time.

The act of 1906 (Chap. 505) creating the Commission on Industrial Education, foresaw a field for part-time training for employed minors between the ages of fourteen and eighteen. In 1913 this culminated, after an investigation by Dr. Snedden and special agent M. W. Murray, in legislation permitting cities to establish permissive-mandatory continuation schools (Chap. 805, Acts of 1913). The city of Boston was alone in establishing such a school; but in 1919 the general compulsory continuation school law (Chap. 311, Gen. Acts 1919) was placed upon the statute books of the Commonwealth, and the state-wide policy of compulsory continuation school training opened in 1920 with fifty schools.

Vocational education has come through a complete cycle of economic and educational adjustments since 1906. Some few schools have fallen by the wayside; but in general a consistent progress, a clearer definition of standards, and an adaptability to shifting conditions has been shown from year to year.

THE PHILADELPHIA CONVENTION

Continued from page two

Tours of the city and vicinity are scheduled for Saturday afternoon, December 15. The many points of historical interest, the great Delaware River Bridge, the harbor, the Navy Yard, Valley Forge, will be available to our guests.

Convention headquarters will be at the Benjamin Franklin Hotel, 9th and Chestnut Streets. Unexcelled facilities have been extended by the hotel for commercial exhibit space and for meeting places. A rate of $7.00 for two persons has been set for 600 rooms, each with twin or double beds and bath. Reservations should be made direct to the hotel as early as possible. Announcements of other hotels in the vicinity of the headquarters will be made later.

Delegates from the West might well stop off for a day at Pittsburgh to view the schools; those from the South will find interesting vocational schools in Baltimore; visitors from the North and Northwest may desire to see the vocational work in New York State and New Jersey. At any rate, we hope our guests will arrive in Philadelphia not later than Wednesday noon, December 12, prepared for a busy time the rest of the week.

THE EXHIBITS AT PHILADELPHIA

In anticipation of the keen interest in the Philadelphia meeting the entire mezzanine gallery and the Betsy Ross Room adjoining, has been set aside for the purposes of the exhibit of tools, supplies, books and machines devoted to every phase of vocational education.

This space has been divided into fifty-eight booths and will be filled with the products of nationally known firms specializing in the vocational field. Reservations have already been made by many of the firms who have exhibited at all of the previous conventions held by this association and its parent societies.

Visitors to the convention will do well to spend a considerable portion of time in visiting the booths and making careful inspection of all the newest ideas in the way of equipment and supplies for vocational education.

L. W. WAHLSTROM, *Manager of Exhibits,*
330 Webster Avenue, Chicago, Illinois.

Affiliated State Associations

Z. M. SMITH, *Secretary American Vocational Association*

THE cause of vocational education in this country will be stabilized and greatly strengthened if there is in existence in each state a state-wide organization representative of all the vocational education interests of the state. As teachers, supervisors and administrators of vocational education, we must realize that it is absolutely essential to be united in our efforts to promote the cause of vocational education. Not only must we have a strong national organization which has the hearty support of all vocational groups throughout the entire country, but we must have within each state a strong, well-knit organization that is in a position to function effectively in strengthening the state program for vocational education.

The American Vocational Association, in planning for a system of Affiliated Associations, had very definitely in mind the building of strong, effective forces within the states. In those states where State Associations for Vocational Education have been formed and affiliated with the American Vocational Association there has been created a force of inestimable value to the vocational education movement.

What is an Affiliated Association? It is an organization of individuals engaged in, or interested in vocational education, who are united in an organization whose chief purpose is the promotion of the cause of vocational education. This organization is definitely and actively affiliated with the American Vocational Association by means of a membership fee plan which decreases the cost for joining the American Vocational Association and at the same time builds up financial support for the local State Association. To be specific, it costs $3.00 for individual membership in the American Vocational Association. Most affiliated associations charge a membership fee of only $2.00 and this fee gives membership in both the local State Association and the American Vocational Association, $1.00 of this amount going into the treasury of the State Association and the other $1.00 into the American Vocational Association treasury.

Branch Associations

Branch Associations within a state may affiliate with the American Vocational Association. In states that have a state-wide organization affiliated with the American Vocational Association, branch organizations will apply through such state organization for affiliation with the American Vocational Association. In states that have no affiliated state-wide organization, branch associations may apply direct to the American Vocational Association for affiliation.

Plan of Procedure to Be followed by State and Branch Associations in Making Application for Affiliating with the American Vocational Association

A—PURPOSES

1. To encourage a greater interest in the national vocational education movement through membership in the American Vocational Association.

2. To stimulate interest in state and local vocational education movements by encouraging state and branch organizations.

Continued on page thirty-two

TYPOGRAPHIC CONTEST

In the typographic contest conducted by the News Bulletin of the American Vocational Association, which closed on May 1, 1928, thirty-four specimens were received. All vocational printing pupils in the United States and Canada were invited to enter the contest.

Although the rules of the contest specified a title page, a large number of students in printing classes submitted specimens of cover pages. The judges of the contest, Mr. John H. Chambers, Director, Bureau of Education, International Typographical Union, Indianapolis, Indiana; Mr. Fred J. Hartman, Director, Department of Education, United Typothetae of America, Chicago, Illinois; Mr. Frank K. Phillips, Manager, Education Department, American Type Founders Company, Jersey City, New Jersey, decided to award two sets of prizes, one for a title page and one for a cover page. The following were winners in their respective classes:

Title Page

ALEX NEVULIS, East High School, Cleveland, Ohio.
LESTER BARBER, Wilmington Trade School, Wilmington, Delaware.
JOHN KUHLER, Bushwick Trade School, 400 Irving Avenue, Brooklyn, New York.

Cover Page

*EDWARD SOKALSKI, Chicago School of Printing, 1230 West Jackson Boulevard, Chicago, Illinois.
EDW. S. SMITH, Frank Wiggins Trade School, Venice Boulevard and Olive Street, Los Angeles, California.
JOSEPH SCIALABBA, Boardman Trade School, 95 Broadway, New Haven, Connecticut.

In addition to the prize winners the judges decided to list in each class those deserving of honorable mention. These are as follows:

HONORABLE MENTION

Title Page

JAMES A. GAHAN, Montreal Technical School, 70 Sherbrooke Street, West, Montreal, Canada.
LEO DELANEY, New Jersey State Prison Print Shop, Drawer N., Trenton, New Jersey.
ROY SPADE, Wm. Nottingham High School, Syracuse, New York.
SIDNEY KOWNLOFF, Central Printing Trades Continuation School, 240 W. 40th Street, New York, New York.
NEAL VAN OEVEREN, Vocational and Technical High School, Grand Rapids, Michigan.
MERVIN McCOY, Mishawaka High School, Mishawaka, Indiana.
BENJ. CUMMINS, Wm. Nottingham, Jr., High School, Syracuse, New York.

Cover Page

GEORGE SWEET, Empire State School of Printing, 311 East Seneca St., Ithaca, New York.
HENRY T. KESSLER, Dunwoody Institute, Minneapolis, Minnesota.
ALFRED BONNEMA, New Jersey State Print Shop, Drawer N, Trenton, New Jersey.
ROBERT ANDERSON, Senior High School, Johnstown, Pennsylvania.
ANTHONY SLIWKOWSKI, Wilmington Trade School, Wilmington, Delaware.
ANTHONY PELLITERI, Central High School, Akron, Ohio.
BENNIE PICTON, Richmond Union High School, Richmond, California.

As the committee in charge of the contest have only the school addresses of the contestants, prizes will not be awarded the winners until after the first of September, when the schools reopen for the new semester.

Nearly all of the specimens submitted in the contest were above the ordinary and the judges report having had a hard time in selecting winners.

The prize-winning specimens will be reproduced in the Vocational News Bulletin. If space permits it is probable that the specimens receiving honorable mention will also be reproduced in some future edition of the Vocational News Bulletin.

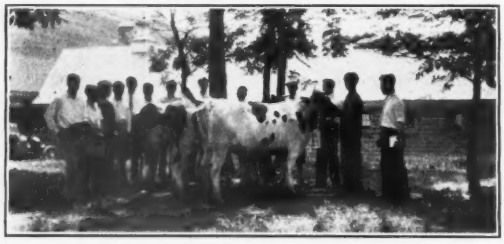
Judged by the entries received printing is being successfully taught in the public schools of the country.

*The cover page for this number of the News Bulletin is the winning entry in the typographic contest.

AGRICULTURAL EDUCATION

Cooperation With State Agricultural Organizations

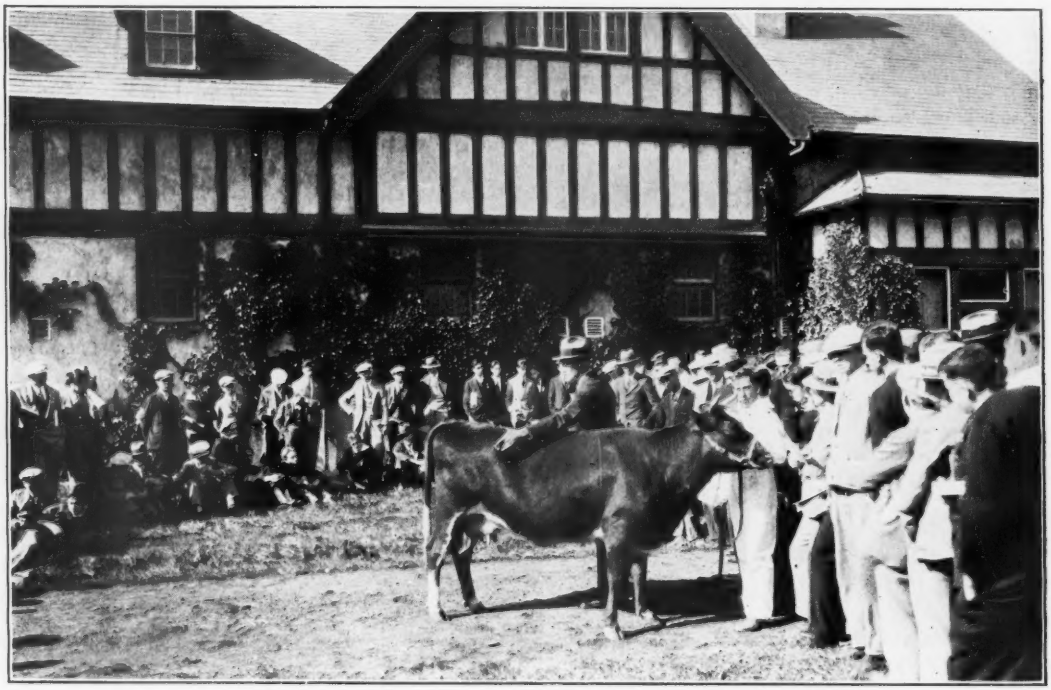
H. O. SAMPSON, *Supervisor of Agricultural Education for New Jersey*



Mr. R. G. Connelly, Specialist in Dairying of the Extension Division of the New Jersey College of Agriculture, training boys for the dairy judging team that will represent New Jersey at the vocational boys judging contest at the National Dairy Show this fall.

VOCATIONAL agriculture folks teach co-operation among farmers and should, therefore, it seems to me, practice co-operation with all agricultural organizations in the state. We, in New Jersey, have learned by experience that it pays to work co-operatively with such organizations as the College of Agriculture, Agricultural Extension Division, State Department of Agriculture, State Grange, State Farm Bureau, State Poultry Association, State Horticultural Society, and the various dairy cattle breed associations.

When I came to New Jersey ten years ago, I found a distinct lack of co-operation with these organizations. Vocational agriculture had been in operation on a state basis for four years. Most of the organizations knew very little about our work, but one, the State Agricultural Extension Division, knew it as a "thorn in the



The field secretary of the New Jersey Guernsey Breeders Association staged a Guernsey Field Day for our vocational agriculture boys last fall. In the picture, Richard G. Harwood, of Southboro, Massachusetts, is explaining the points of a specimen Guernsey cow. This field day was held at Wendmere Farm, owned by A. C. Wadley, who not only gave the boys the run of the place, but furnished lunch for some three hundred of them.

flesh." In fact, there was a real fight in progress between the two agencies. Mr. A. K. Getman, who was State Supervisor of Agriculture in New Jersey for one year previous to my coming, had ironed out many of the difficulties, but there were still some to keep us occupied. State Director W. A. O'Leary and I talked matters over and decided that a frank discussion of apparent difficulties with the Extension Division was needed. Accordingly, we called a conference and found that getting together and talking matters over was the right way to proceed. We formulated agreements about club work, county agent work, all-day and evening agriculture classes, and although there have been minor difficulties to adjust from time to time, we have had, since then, the most cordial and helpful relationship with the Extension Division.

Realizing that there were other agencies in the state that could help our program and that we could help, we made it a point to meet those in charge of the various lines of work and explain our work and have them tell us of their plans.

Today we find ourselves enjoying the most cordial relations with all the agricultural organizations in the state. We help them and they help us. A few examples may be of interest to vocational agriculture workers in other states. Our teachers direct boys to the College of Agriculture; they help the county club agents with their work; they conduct agricultural tours, co-operate at county fairs, test seed corn and soil and dairy herds, and do many other services for the county agricultural agents; they help the State Department of Agriculture with its many problems; they act as officers of the Grange; they help the Farm Bureau in membership drives; they help the State Poultry Association and the State Horticultural Society at their annual meetings by staging exhibits and taking places on programs; they spread the advantages of pure-bred livestock for the breed associations.

On the other side, the various agricultural agencies help us in our work of teaching vocational agriculture.

The New Jersey College of Agriculture is always ready to furnish equipment for instructional purposes to the teachers of agriculture.

The State College of Agriculture including, of course, the Extension Division, annually entertains boys from all parts of the state who compete in our state judging

Continued on page nine

A group of New Jersey vocational agriculture boys in one of the apple-packing contests held on an agricultural train run through the state this summer. This train was operated cooperatively by the State Department of Agriculture, the State College of Agriculture, the Reading Railroad and the Central Railroad of New Jersey. The State Department of Agriculture furnished an experienced apple packer to conduct each contest; the railroads furnished the prizes that were given to the winners.

The Effectiveness of the Vocational Agriculture Course in the Pendleton (Indiana) Community

F. S. MINER, *Superintendent of Schools, Pendleton, Indiana*

THIS study was made to determine if possible just what percentage of the graduates from the vocational agriculture course really entered farming as a life-career. We further wished to see "what" the other graduates were doing, if they were in related industries or in some entirely different work. In short, we wished to find out the functioning power of the vocational agriculture work in the Pendleton High School. Finally, we wished to determine the effectiveness of the vocational agriculture course.

Pendleton has had a vocational agriculture department since 1914. The department was started before the Smith-Hughes law of 1917. During this time there have been five vocational agriculture teachers. Pendleton was one of the first high schools in the state to enjoy the State Aid program as outlined by the Smith-Hughes bill.

This study includes all graduates from the year 1919. During this period of time forty-one boys and one girl have been graduated from the Pendleton High School who took the four-year vocational agriculture course. There have been many other pupils who have been enrolled in this course but have been compelled to drop out, due to economic necessity, lack of interest and other reasons which contribute to the mortality of high school pupils.

Pendleton is situated in a strictly agricultural community. During the past five years many of the boys in the agriculture course have dropped out of school to go to work. Delco-Remy at Anderson has a strong pull upon the citizenry of Pendleton and community. It will be noted that almost 17% of the graduates in the last few years are now employed at Remy's in some capacity.

In so far as possible, each graduate since 1919 has been accounted for. It is of interest to note that fourteen (14) fields of endeavor are represented, viz.: farming, factory worker, Agricultural College, druggist, electrician, banking, barber, teacher, P. O. Clerk, trucking, milk route, construction worker, mechanical engineering, school of medicine.

One feature found in the list of graduates is a young lady in the class of 1921. She was probably interested in this course because her father is a widely known breeder of dual purpose Shorthorn Cattle. She has her own herd and is an expert judge. Recently she was married.

It is noticed that one graduate is pursuing a mechanical engineering course and still another is started on a medical course. This perhaps is not unusual, since there are fourteen fields of endeavor listed.

Fifteen of the graduates are farming, co-operating with the father. In many cases the boy is assuming the lead. *Three* are specializing, two in poultry and one in hogs. *Twelve* have attended college one year or more. This is 28.5% as compared to about 35% of the entire group. *One* graduate has completed the course in agriculture at Purdue and at the present time holds a scholarship at Ames. He is working on his A. M. degree which he will receive in June.

The class of 1922 made an enviable record in judging. They won the state contest at the State Fair and later represented Indiana at the national contest at Chicago. The boys of the vocational agriculture course have always stood high in the judging contests.

The scholarship of this group has been about average, i. e., when compared with the academic pupils. There have been some outstanding pupils in the vocational group.

Ten of the group have taken advantage of short courses, evening schools, etc., to increase their knowledge. These boys wished to gain more information relative to various phases of agriculture. This work, some of it, has been given locally through the medium of the night school. Pendleton has had some very creditable night schools. Not long since these night schools were "written-up" in the Country Gentleman.

The project work of these boys has been very good. During the summer many of them have carried on their projects at a very good profit. I know of one lad who "cleared" over $500 for his summer's work. This work has included projects in the swine, dairy, beef, tomato, corn, lamb, potato, poultry, garden, and soy bean enterprises. The results are exhibited each fall.

The cost of instructing this vocational group has varied from $1800 to $2400 per year. Of this amount ⅓ (one third) has been reimbursed so that the actual cost has been from $1200 to $1800. This cost is not high in comparison to some of the academic teachers. Then, too, the vocational teacher is on the job twelve months in the year and much good is done by him during the summer carrying on the projects of various kinds and consulting and directing farmers of the community. We have farmers who come to our school from adjoining townships, seeking advice relative to certain farm problems. Farmers have brought corn a distance of ten miles and more to have it tested.

A few years ago *very few good herds of cattle* were to be found in this community. Now we find several. There have been some long-time breeders in the community and these have carried on. However, the vocational work in the school has helped to establish some very creditable dairy herds.

More interest has been taken in *growing better corn.* Not only is better corn being grown, but the yield has been increased materially. *Poultry* has received a new impetus. There are several fine flocks in the vicinity.

Last fall a demonstration was held on one of the farms pertaining to treatment of soil and the growing of soy beans.

Feeding problems have been discussed and studied at the evening schools as well as in the day school.

Marketing has received its share of notice.

We feel safe in saying that the vocational agriculture course has been effective in this community. Farmers

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Vocational Agricultural Education in Maine

HERBERT S. HILL, *State Supervisor of Agricultural Education*

FOR the fiscal year ending June 30, 1928, Maine had twenty all day agricultural teachers, one full-time unit course instructor, and two part-time unit-course instructors. Three hundred ninety-six pupils were enrolled in the unit-course schools.

At the present time, Maine is experiencing some difficulty in securing a sufficient number of well-trained agricultural teachers. As a consequence, we do not have as many courses as we otherwise would.

Our chief difficulty in interesting new teachers is the salary question. Unfortunately, although our subsidy is two-thirds the cost of instruction, school boards are for the most part unwilling to pay the agricultural instructors any more for twelve months' service than they pay their principals and other teachers for nine months' service. As a result, our salaries are too low to attract and keep as many high grade men as we need.

Most of our agricultural courses are four years in length, with a ninety minute period daily. A few schools, however, are trying out a two-year course with a vocational half-day devoted to agriculture. In these schools, agriculture is given to the Sophomores and Juniors. No more boys leave school under this plan before graduation than is the case in a four year course. Owing to the opportunity for more worth-while field trips and other practical work, we feel our instruction is better in the two-year school. While this plan cuts our total enrollment somewhat, yet it actually increases the total amount of instruction that we can give.

Maine holds two state wide conferences yearly—the first one in the early summer, and the second in October, in connection with the State Teachers' Convention. An annual State Judging Contest is held in August at the State Fair. Also a High School day for agricultural pupils is given annually by the College of Agriculture.

The agricultural teachers are asked to send in to the State office their enrollment at the end of the first month of school. Recently we have adopted the plan of transferring this enrollment to 4 x 6 index cards—one for each pupil—and transferring additional information from time to time. This idea has proved of great value. For one thing, it shows just how efficient each teacher is in holding his pupils from year to year. It also shows many interesting facts regarding pupils' projects, etc.

Along with this enrollment data we have the teachers send us a monthly report. This report is made up of two divisions—one travel and the other community work and outside activities. The travel report shows the boy visited, when, the distance traveled, and the time spent with the boy. All this information is put on the index cards mentioned above. The other report shows what the teacher has done this month and also what he plans to do next month. These reports are due the fifth of each month, and a summary of these reports is sent to all teachers by the seventh of the month.

Our supervised farm practise program recognizes two groups of pupils—those from farms and those not living on farms.

The boys living on farms are expected to have projects, changed farm practices, farm skills and shop practices (outside of school) to their credit. Projects are graded on five points—size (that is, estimated project income), project plan, financial records, labor records, and results. Any point considered perfect is given twelve credits. From there the credits range down to nothing. Thus a total of sixty credits is possible for a single project. For each changed practice five credits are allowed. In Skills the teacher and the boy first agree upon the total number of hours credit to be earned in any given Skill. For example, the hours for milking may be sixty. Then the boy keeps a record in his Skills book recording date and time until he has a total of sixty hours. He keeps a similar record of time devoted to farm shop practice (away from school). To get his credits in Skills and Shop Practice, the hours he has worked are added, and the total divided by four. Skills and Shop Practice are kept separately. Thus twelve Changed Practices, or two hundred forty hours in either Skills or Shop are equal in value to a perfect project. To get the boy's final score his credits are totaled. For example, he may have forty credits in Projects, twenty in Changed Practices, fifty in Skills, and ten in Shop Practices—a total of one hundred twenty.

In the case of the boy not living on a farm he may meet his requirements exactly like the farm boy, if he can make the necessary arrangements; or he may do it by Farm Labor alone; or by a combination of the two. For each hour of Farm Labor, he is given twenty-four hundredths (.24) of one credit. Suppose one boy works ten hours each Saturday while school is in session, for three months and that he works six hundred hours during the summer vacation. This makes a total of seven hundred twenty hours, which equals one hundred seventy-two credits (Seven hundred twenty hours in Skills would be worth one hundred eighty credits).

Potato projects are by far the most popular projects we have. When prices are high and Aroostook County has a good year, our project returns are very high. In fact Maine has been at or very near the top several times in regard to project returns per pupil.

COOPERATION WITH STATE ORGANIZATIONS

Continued from page seven

contests; they furnish all the bulletins and other such publications our teachers can use to advantage; they furnish speakers for various meetings; their professors and specialists are always ready and willing to answer subject-matter questions asked by the teachers; they furnish men to train our judging teams; they furnish our Department office rooms in one of the college buildings; they give us space in their publication, New Jersey Agriculture.

The State Department of Agriculture has been helpful with every resource at their command. Their men are always available for meetings called by our teachers; they have given us specialists for two weeks at a time to go from school to school to show the pupils how to grade potatoes to meet United States standard grades; they have conducted tours of our teachers to poultry farms to study marketing problems; their market re-

porter is always available to conduct groups of our boys and teachers through the city markets; this summer their Bureau of Markets is conducting a series of apple-packing contests for our boys on an agricultural train that is enroute through the state; at their annual agricultural convention they show our teachers every possible consideration by having special agricultural problems submitted by the teachers discussed at the general meetings and by providing special meetings for our group.

The Grange is always ready to speak a good word for us. One example will show how their help has been of use. A few years ago a certain school board decided to discontinue an agriculture department in spite of the fact that it was functioning very well. The local grange heard of the move, passed resolutions against it, and sent a committee to talk the matter over with the school board. As a result, the department was continued, and is now one of the best in the state.

The Farm Bureau, through its secretary, has helped us in many ways, chiefly in considering us as one of the agricultural organizations of the state and including us in all joint conferences called for the purpose of discussing agricultural problems.

The State Poultry Association and the State Horticultural Society, and other such organizations, are ever ready to work with us. They furnish trophy cups for our judging contests; they invite our teachers and pupils to attend their annual meetings and to go on various inspection tours throughout the state; they stage special contests for our pupils and in many other ways show an interest in our work.

The breed associations furnish trophy cups; their secretaries arrange with prominent breeders for livestock for our judging work; they provide pictures and models for teaching purposes; and in every way possible co-operate with the teachers.

Co-operation in New Jersey does not stop with state agencies. We have helpful co-operation with business organizations as well. The Agricultural Train mentioned above is a good example; it is a co-operative project of the State Department of Agriculture, the State College of Agriculture, and two railroads—the Reading and the Central Railroad of New Jersey. Just yesterday I visited this train at a station where one of our apple-packing contests was in progress, and in talking with the agricultural agent of the Reading Railroad, Mr. Arthur Eldred, he said, "Mr. Sampson, any time we can be of service to your vocational boys, let me know; our railroad is always glad to co-operate."

As I stated previously, we in the vocational work have found that co-operation pays; it pays us and it pays the other fellow. We are glad it is so. Without such co-operation, supervising the vocational agriculture work in the state would be a difficult task.

The Effectiveness of the Vocational Agriculture Course in Pendleton

Continued from page eight

have received incentives from their sons, a better type of work is being done and many of the farmers are making some money even during the depression. This conclusion is drawn from six years observation and information received from the farmers themselves.

We feel that this study has its limitations but it will perhaps reveal some salient facts to individuals most interested.

A few conclusions follow:

1. 42 individuals have graduated from the vocational agriculture course since 1919.
2. 45.2% are farming.
3. 16.8% are working in factories.
4. 9.6% are in Agricultural Colleges.
5. 54.8% are farming and in closely related work.
6. 14 different occupations are found represented by the graduates.
7. *One* girl was graduated from the course.
8. Two boys now in college have chosen other life-careers.
9. Four graduates took college work in other fields.
10. 28.5% of the graduates have continued their education.
11. The cost of instruction is but a little more compared with the cost in other subjects. This takes into consideration the reimbursement and supervised farm practice work.
12. There is a comparatively high percentage of the graduates employed in factories due to two items: farm depression and drawing power of factories at Anderson.
13. One graduate has continued his education to the extent of working towards the M. S. Degree in agricultural work.
14. From the standpoint of *success* this group has succeeded as well as a group drawn from other graduates.
15. We feel that in addition to knowledge gained by the boys, farming conditions have been bettered and the "tone" of farming is on a higher plane due partly to the place the vocational department has had in the lives of boys and farmers.

OCCUPATIONS OF GRADUATES

Occupation	*Number*	*Per Cent*
Farming	19	.452
Factory Employees	7	.168
Agricultural Colleges	4	.096
Druggist	1	.024
Electrician	1	.024
Banking	1	.024
Barber	1	.024
Teacher	1	.024
Post Office Clerk	1	.024
Trucking	1	.024
Mechanical Engineering	1	.024
School of Medicine	1	.024
Milk Dealer	1	.024
Construction Company	1	.024
Married (Lady)	1	.024

FARMING

With Father	15
Specialized	3
"Hand"	1

ATTENDED COLLEGE

1 Year	5
2 Years	1
3 Years	3
4 Years	3
Short Courses	10

HOME ECONOMICS EDUCATION

Homemaking in Colonial Days

MARY BEEMAN, *State Supervisor of Home Economics Education for Indiana*

THE first consideration of the early colonists on their arrival in the new world was given to some sort of shelter. The first houses were very primitive whether provided by the Massachusetts colonists clinging with their English tenacity to a "stern and rock-bound coast," the more comfortable ones constructed by the settlers of Virginia and Maryland, or the dwellings of the friendly Quaker in Pennsylvania who believed so thoroughly in the "inner light" as a guide.

Because the Puritans were first compelled to live in moss-chinked and mud-plastered log huts while the Indian style of house—one side open to admit heat from the open fire just outside—was adapted in the milder climate, these crude structures did not satisfy English men and women. Very great changes often took place within a life time. Madame Jumel began life in a structure of earth and sod but spent her last days in a beautiful mansion in Washington Heights, New York City. A trip to New York is not quite complete without a visit to the Jumel mansion in which Washington made his headquarters at one time.

Another place of great interest preserved for us is the beautiful and spacious home of George Washington at Mount Vernon, a type of the Southern Colonial mansion.

Life within the four walls of these early homes is more interesting than the structures themselves. The most cheerful, homelike, and picturesque room was the kitchen with its huge fireplace always the center of attraction. The costliest of the house furnishing, large kettles of polished brass, the iron pot used almost daily for the "boiled dinner," the toasting fork of wrought iron, long handled waffle and grid-irons, were found on the pot hooks and trammels. The kitchen andirons served a double purpose. They held the logs and the cooking utensils.

Even the very young members of the family could assist with the preparation of the meals. Little Johnnie or Susan was frequently the turn-spit for the joint of meat or fowl suspended in front of the fire by a string of hemp tied to a peg in the ceiling. While the meat was roasting, mother and daughters were busy preparing the pies and "Injun" puddings to be baked in the large brick oven at one end of the fireplace after it had been sufficiently heated and the coals and ashes raked out. The Dutch oven was preferred for baking rolls and shortcake.

Although the family literally surrounded a "board" for its meals, the house wife of today might well look with envy on the snowy white linen. Guests were seated above the saler—that curiously wrought device containing the salt and adorning the center of the table—near the host and hostess, while the children stood out of respect and reverence "below the salt." Individual covers were not known in the very early days. The wooden trencher held the food for two and was eaten from spoons. It was not many years before blue plates and saucers replaced the wooden bowls and more silver was added.

But fancy a cold winter morning when not even a spark of life could be found in the carefully covered coals. All that could be done was to send one of the boys to the nearest neighbor, probably a mile or more away, to bring back a shovel of coals, kept "alive" under a cover of ashes. If the neighbors were too far away, then the Indian method must be used and fire produced by rubbing two sticks together.

The preservation of food in the home was not a debatable question. Products grown on the farm must be preserved for the winter supply. Pumpkins were prepared for drying or "pumpkin leather"; apples and peaches were pared and strung and hung to dry before the open fire; no family was without its supply of cider, beer, and wines; good and plentiful was the amount of cheese kept on hand; and beef and venison were cured by drying. The Colonial housewife knew the art of pickling, preserving and salting.

Killing time was a great occasion when all the neighbors came to help prepare the winter's supply of meat from the oxen, cows, and hogs fattened for the purpose.

In many homes the only sweetening known was sugar prepared from the sap of the maple trees and honey. Think of tea made for these English folk of dried sage or raspberry leaves. Another poor substitute was coffee made from parched rye or chestnuts, but the family did not complain.

Not only was the entire food supply often produced on the farm, but it also produced the medicine, fuel, light, and clothing which made each family independent of outside help for the necessities of life.

Clocks were not known, but an alarm was not needed to get the housewife out early, often a couple of hours ahead of the sun. Home industries filled the days for all members of the family. The farmer raised the flax and wool while the wife and daughters spent a part of almost every afternoon spinning it into thread and yarn and weaving it into cloth. From these "homespun" products the clothing was made by knitting or sewing by hand. From the diary of one young girl we get a conception of the home activities. She tells of washing, cooking, milking, knitting, spinning, weeding the garden, picking the geese, dipping the candles in spring, making soap in the autumn, and of many visits to friends. And this young woman, like all her friends, had her "hope chest" filled with "linen and woolen stuffs, by the hand of Evangeline woven. This was the precious dower she would bring to her husband in mar-

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The Progress of Vocational Home Economics Education

TREVA E. KAUFMAN, *State Supervisor of Home Economics Education*
STATE DEPARTMENT OF EDUCATION, ALBANY, N. Y.

IN WRITING an article of this kind on vocational home economics education, my mind travels to the past when in the beginning of this work in 1917-1918, we were faced with the problem of introducing vocational home economics courses into the schools. My experience at that time was in Ohio. We found many educators were interested and wanted the aid, but not all were able to conform to the requirements, and some believed the type of home economics they were giving was the same as that to be set up by this law. Therefore, a large part of our program has been to educate the public as to what is vocational home economics and what does it aim to do? This I feel we have in a measure accomplished, but further development of the program to my mind rests along this line with the teacher of home economics. Our newly trained teachers are seeing this and in their training course they now receive such good practice teaching, as well as practice living in the home management houses together with the laboratory practice of the nursery school, that we may assume that they will carry out their part of this responsibility in the field.

In New York State, vocational courses in homemaking in the high schools and evening schools were established a number of years before the Smith-Hughes Law was passed. The four-year vocational course in the high school has grown from forty-one schools in 1919 to one hundred sixty-six schools in 1927. The evening school centers have also grown in both large and small communities.

In 1920 a new type of vocational education was organized: The Part-time or Continuation School in this

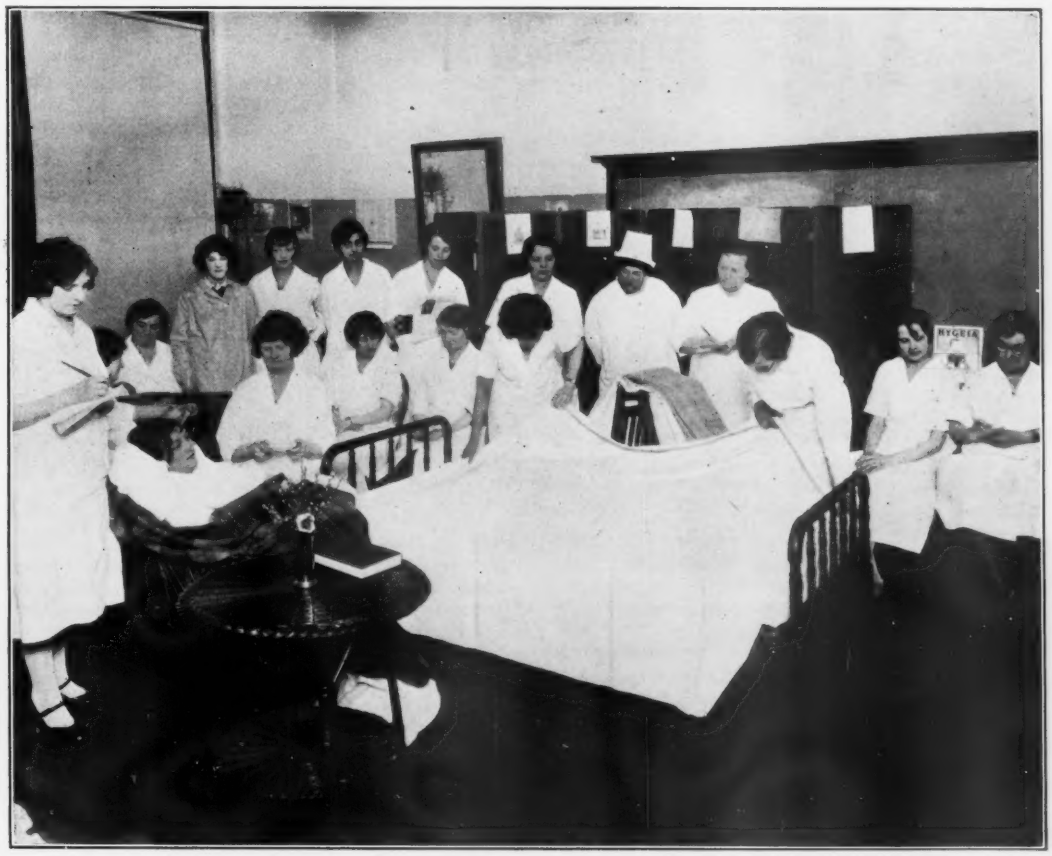
A group of high school homemaking girls working on a house furnishing project in New York State.

State—requiring boys and girls to attend four hours a week, between the ages of 14 and 17 years, if not on attendance in full-time school. This brought us a girl who was apparently not interested in school and usually untrained for her job. The homemaking work given here has helped to improve her as a worker, in that problems of better health, of selection of proper food in relation to her nutrition, of appropriate clothing and of more attractive homes to live in have been solved. One of the best parts of this program has been the follow-up work that teachers have done in the girls' homes and their places of employment. Teachers of homemaking have realized by their visits to the homes just what they needed to teach. Here there can be no doubt after a number of visits.

The development of child care and training courses in the Part-time Schools of this State have been one of our outstanding projects. As a part of the homemaking course, child care and training lessons have been presented in nearly all the schools. A unit of twelve to fifteen lessons is usually given. The physical care of the baby has been stressed, and lessons in bathing and dressing the baby have been demonstrated by the school nurse. Where it was possible, a baby has been bathed. This baby was brought in by one of the girls or provided by the day nursery or health center. The baby clothes have been studied by the planning and making of a layette and his sleeping quarters have been constructed by making the basinette. His feeding has been studied by preparing the modified milk and learning sanitary care of his feeding equipment.

In one of the larger centers of Buffalo, Miss Ford, teacher of homemaking, has demonstrated the baby's bath to the class and then each girl in the class has given it some time during the course. In the same way the girls are responsible for caring for baby's clothing and his feedings. Miss Ford has the baby one day a week for a definite period of time.

Several centers have organized play schools for pre-school children in connection with the lessons on study of the pre-school child. Mount Vernon, Buffalo and Binghampton have definitely organized these schools for a period of from two to six weeks. The children are brought from the homes of the girls or day nursery. The girls observe or assist in the following procedure; removing wraps, examination of child by nurse, cleaning up the child, play, mid-morning or afternoon lunch, lunch at noon, setting table, removing dishes, and rest



A group of young girls and women in a home nursing class in evening school, Buffalo, N. Y.

periods. The homemaking rooms are used for this school.

During the entire time that child care and training lessons are in process, discussions are taking place between the teacher and the girls about the physical care and mental training of the child.

The girls have expressed themselves as benefited by this course, because many have small brothers and sisters at home or are caring for children as a wage earning occupation.

Teachers of home economics, who organize practical centers for pre-school children, usually have taken courses in child development at colleges giving this work.

In the high school vocational homemaking course the home projects required of each girl electing this course have probably done more to interest the home and community in homemaking education than anything else. Several projects are quoted here and tell us what the girl herself thinks of this venture in homemaking.

A bedroom furnished by the girls of a Part-time School, Schenectady, N. Y.

Caring for My Own Wardrobe

"I chose this project because I was most interested in it because I had to take care of my own clothing anyhow so I thought it would be easier and better to apply the things I expected to learn in homemaking.

"I have solved a good many problems in connection with it, for instance: 1. Successful renovation of old material; 2. Making over old styled clothing into newer and wearable clothing; 3. How to save material in cutting; 4. How to change patterns and adapt them to my needs; 5. How to help others to learn to sew.

"In my experiments in renovating I usually tried the method I intended to use on a small piece of material before I took a chance of spoiling the whole thing. Sometimes I found that I could not wash a certain material in ivory soap suds as I had intended to but was perfectly successful when I tried gasoline. Again I found that I could not remove a spot with Carbona but had no trouble with luke warm soap suds.

"In making over dresses and other garments I often had to figure a long time before I found a way to cut the material to best advantage. I sometimes got stuck entirely. I then brought whatever I was trying to do before the rest of the girls in the class and they usually made such suggestions as to solve my problem.

"By taking this project and doing it myself, with as little help from others as possible I have become capable of making nearly all of my own clothes and of helping my friends and family in the selection of theirs. I am no longer afraid to tackle a problem no matter how complicated it is for I have had a lot of experience and I enjoy hunting for solutions to the problem."

Nutrition Project

"The dietetic project that I did at home proved the most worthwhile. I chose this one for it helped me the most in solving some questions about my two younger sisters. I figured out both of their calorie requirements and then the number of grams of all the important food stuffs like: calcium, iron, etc., they needed. I found that they had not been getting all of the iron and other foods that they needed and I solved that problem by making out menus that included the right amount. I

used the dietetic book that we used in class in figuring out their calorie requirements. This has improved their lives to a great extent for now they are beginning to like the foods from which they get the most value, and which they did not like before. They are gaining in weight (they were not normal before) and are acting like healthy children."

Remodeling of My Bedroom Project

"The home project which I carried out during my third year in the homemaking course and proved to be very worthwhile was the remodeling of my bedroom. I chose this project because my room needed many repairs and fixings. I really needed a new bed and dresser because the bed was an old fashioned one with a high back frame and it was dark brown in color. My dresser was old fashioned also. The bottom had two doors on because it was one of sections with a drawer in top and shelves down below. I also took it because my teacher made it clear how it could be remodeled and be just as good as a new suite. I also saved my mother from having to spend so much money when I could do it and get credit for it. In my bedroom I also needed new drapes and wallpaper.

"Problems I had to solve were: In trying to take off the old paint I found that three different colors of paint had been used and that these had been painted right over one another. At first I just tried very strong hot borax soapy water. That removed a little. Then I decided to scrape it with pieces of glass. I got about half of the top part of the bed done and I had such sore hands I was almost ready to give up. Then I remembered in removing varnish from a desk at school we used varnish remover and steel wool. So I bought some and after many days work I succeeded in removing the paint. Another problem,—my bed at the head end was so high that it was difficult to dust and looked out of proportion with the bottom. So I decided to have it cut off. I consulted a carpenter who happened to be a neighbor and he very kindly did me the favor without any charges. In trying to make my dresser over I solved the problem by removing the doors and putting little curtains on to match my overdrapes. I could not get overdrapes like I wanted to match my bed and dresser which was painted ivory in color so I bought some unbleached cotton and dyed it an orange and it went very well with my room.

"I am now very proud of my room. Mother and the rest of the family said 'You would never take it for the same room.' I just love to go to my room because it is so clean looking, bright and has such a cheerful atmosphere. It is one thing I can say I did it all by myself and turned out to be a great success."

The development of the program of homemaking in the Evening School is best told by taking a typical center. Schenectady, N. Y., is one of these centers. Homemaking courses in the Evening Schools of Schenectady have become so well founded as to enroll 570 women last year with equally as many this year. Six schools are open, together with the Homemaking House. In the early years only the courses offered were foods and meal preparation, clothing and dressmaking, and millinery. The program has now been enlarged to include supper classes for business women, nutrition and child feeding, home nursing, child care, home furnishings, arts and crafts, home management and budgets, home life and hospitality. Just recently two classes in food and nutrition have been organized and the plan as outlined by the Red Cross will be used.

A group of foreign-born mothers enrolled in one school for home nursing, while in the room adjoining a group of young housewives studied efficient management of their homes.

A number of women completed a homemaking course in the evening school this spring, meeting the requirements of the State Education Department for a state certificate.

A teacher training program was started in Schenectady for training evening school teachers six years ago. All teachers teaching in the evening schools are required to complete a 120 hours course. This consists of a study of the analysis of the evening school, method of teaching and supervised practice teaching. Fifty teachers have completed this course. This is under the direction of the State Education Department.

The plan for the improvement of this program was originally started by Miss Edith Sarver, supervisor in co-operation with the State Education Department and is now under the supervision of Mrs. Edna Hall. It clearly shows the interest the adult has in homemaking education and that these courses are meeting their needs.

HOMEMAKING IN COLONIAL DAYS

Continued from page eleven

riage. Better than flocks and herds, being proofs of her skill as a housewife."

Utility alone did not characterize all the work. We still find occasionally beautiful tapestries and hangings richly embroidered, valued heirlooms in the hands of Colonial descendants. Sometimes this work told a bit of interesting history or took the shape of the family coat of arms. Women revelled, too, in intricate patterns in lace and difficult patch work quilts, both in the making and the tedious quilting.

We must not think of these Colonial folk as giving all their time and energy and thought to providing the physical comforts of life. Neighborliness was everywhere, and in some respects each family was very dependent upon his neighbor for help. In times of sickness, or when there was a house-raising or a log rolling, no one lacked for help. Whether it was in the New England town or on the Virginia plantation, there was that fine spirit of helpfulness in all matters, great and small.

Sunday with these sturdy people was truly a day of rest and worship. Young and old went to church and after the service, sometimes three hours long, they went home to a meal which, so far as possible, was prepared on Saturday. The afternoon was spent in quiet and meditation.

The homemaker of today would not want to change her scientific and mechanically run home for the equipment and conveniences of these Colonial housewives, but she might very well emulate the sweet contentment of these happy, home-loving people.

Vocational Home Economics in Day Schools of Alabama

IVOL SPAFFORD, *State Supervisor of Home Economics Education*

THE VOCATIONAL home economics program in Alabama has grown from five white and four negro approved all-day departments, and no evening schools, in 1918-19 to sixty-six white and seventeen negro all-day departments, and fifty-three evening classes in 1927-28. Twenty-seven additional day schools have been approved for the current year.

Funds available for home economics annually are: Federal, $5,672.78; State, $126,678.86. The Legislature of 1927 increased the State funds available for vocational education $100,000, increasing to $200,000, in 1930, of which $80,413.19 annually has been budgeted to home economics. Federal money is used for evening class work only. The day school program is State aided. These schools, however, meet all requirements set up by the Federal Board for vocational education, except that of the vocational half day. In addition to a high standard set up for meeting other Federal Board requirements, the State has required for several years a minimum of 60 hours of home project work.

The objectives of the day school vocational home economics instruction are the solving of personal living problems which come within the field of home economics, improving present home conditions, establishing ideals of home making, and acquiring abilities which will be of value later in making a home. Home economics 90 minutes daily for two years, health and applied art, with laboratory work, each for one year, are offered. The courses as they are offered are well rounded. First year home economics centers around the personal living problems of food, clothing, and the house, with some application to their present home. The second year of work gives major attention to the home with its problems of social and family life, management, care and rearing of children, feeding and clothing the family. The health work deals with personal and family health, and care of the sick. The art course aims to teach the appreciation, selection, and use of the beautiful in dress and in the home.

Problems arising from home situations are constantly used as a basis for class problem solving. An example of such a problem is that of Ethel Kirby, a home economics II girl, whose father is dead. The living is made by the mother and an older brother. There are several younger children. The class assisted Ethel in making daily and weekly family schedules for doing the work of the home.

School problems are accepted by home economics girls as part of their responsibility. One class interested seventy-eight underweight high school boys and girls in taking hold of their nutrition problems. Classes in a great many schools are assisting the children of the elementary grades in forming food and general health habits which they should acquire.

Home projects are an important part of the vocational program. Each girl does 60 hours of home project work related to the year's school instruction. These are supervised in large part by the teacher.

A not uncommon type of project deals with home management. In one family the mother was dead. The oldest girl in a family of four, enrolled in home economics, selected "The Management of Our Home" as her project. Schedules were worked out for doing the home work which consisted of planning and preparing all the home meals and school lunches, caring for cows, chickens, and pigs, doing the cleaning of the house, family laundering, mending, and sewing. The other members of the family were made to feel their responsibility in sharing the work. The seven-year-old sister was taught to do such things as set the table, make her bed, tidy up her room, sweep. The boys of high school age did the milking, churning, and helped with the laundering. The girl kept her high school record above B and graduated last spring.

The vocational agricultural and home economics teachers exchange classes for a period of several lessons each year. The girls usually select units of instruction in informal landscaping, poultrying, refinishing furniture, and repairs about the home. The boys most often want lessons in nutrition, manners, home conveniences, selection and care of clothing.

Home improvement is one of the important objectives in both agricultural and home economics departments. These are promoted jointly by both teachers. Such projects are usually planned to cover a period of three or more years and are participated in by several members or the entire family. Hannah's home had never been painted nor had she or her older sisters had a living room. Hannah took the front bedroom and made it into a living room, painted the room, got a new rug, put up draperies and removed some enlarged pictures, framed other pictures and hung them properly. The most interesting part of Hannah's project was that it led to the whole house being painted, a bedroom redone for Hannah and her sister, and a front porch built. Estelle Love planted flowers in her yard, helped build a cement wall and her brothers built a porch on the front of the house.

The home improvement project of Samantha Humphries of Lineville represents a common type encouraged during the past three years. As Samantha writes it:

"For over two years I have been having home projects. It has done wonders for our home and family.

"In the spring of the first year I took as my project home beautification. I thought when I started that there was very little I could do to improve the old barn-like house and unsightly grounds, but the more I did the more there was to be done. I began by removing the old overgrown hedge from the side and front of the yard. After grading the ground we sodded the whole yard in bermuda grass. The house was next underpinned with rough strips of lumber which were painted. A lattice fence was also built from the house to the garage (about forty feet).

"Between the fence and the lawn a space about thirty feet square was left for a flower garden. Just in front of the fence several rambling rose bushes, bush roses, jonquils, and chrysanthemums were planted. All around the garden I had flower beds about four feet wide

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TRADE AND INDUSTRIAL EDUCATION

Recent Industrial Progress in the Southland

By PAUL W. CHAPMAN, *State Director of Vocational Education, Athens, Georgia*

THE greatest problem before the American people today," said a well-known lecturer recently, "is where to find parking space for their automobiles."

While spoken partially in jest, this statement suggests quite graphically the prosperity and affluence that has been attained by the masses of our people. During the past ten or fifteen years the industrial and social progress of the nation has been phenomenal. It will surprise many people to learn that the greatest advance in commerce and manufacturing has taken place in the South. Perhaps this explains the reason why the editor suggested an article on the recent industrial progress of the Southland.

Perhaps most people in other sections of the country think of the South as a region devoted almost exclusively to agricultural pursuits. It is true that the southern states produce annually more than one-third of the nation's agricultural wealth, but the value of their manufactured products is far greater than that of their agricultural commodities.

In 1914 the value of products manufactured in the United States was twenty-three billion dollars. By 1925 the value had increased to sixty-two billion. During this period of unprecedented expansion the South was advancing in industrial and commercial growth one and one-half times as fast as the nation as a whole. Today the value of products manufactured annually in the South is equal to the production of the entire nation in 1900.

The greatest progress has been made in the textile industry. In 1900 the South contained only 4,500,000 of the 19,500,000 spindles of the nation. In 1928 there are 18,400,000 spindles in the South out of the 36,500,000 in the country as a whole. In 1927 the South had a net increase of 502,210 spindles and the other states had a net decrease of 1,372,444 spindles. Not a month goes by that new mills do not locate in each of the southern states. It is significant to note, in this connection, that while the South has only a trifle more than fifty per cent of the spindles of the country that they worked sixty-five per cent of the total spindle-hours in 1927 and used almost seventy-five per cent of the nation's raw cotton.

Perhaps rayon represents one of the most recent and spectacular developments in the textile field. With a domestic production of this "artificial" silk of eight million pounds in 1920, the popularity of this new synthetic fibre has increased until the consumption last year was in excess of one hundred million pounds. The largest rayon producing plant in the world is located at Roanoke, Virginia. By 1929 Virginia will be producing fifty million pounds of rayon each year. The DuPont Company of Wilmington, Delaware, has recently doubled the capacity of their rayon plant at Nashville, Tennessee, and are now building a plant at "Ampthill," just seven miles from Richmond. The Bemberg Corporation and the Glanstoff Corporation, two prosperous German companies, have located large rayon plants between Johnson City and Elizabethton, Tennessee. Last month the American Chatillon Corporation, from Italy, located two large rayon plants at Rome, Georgia.

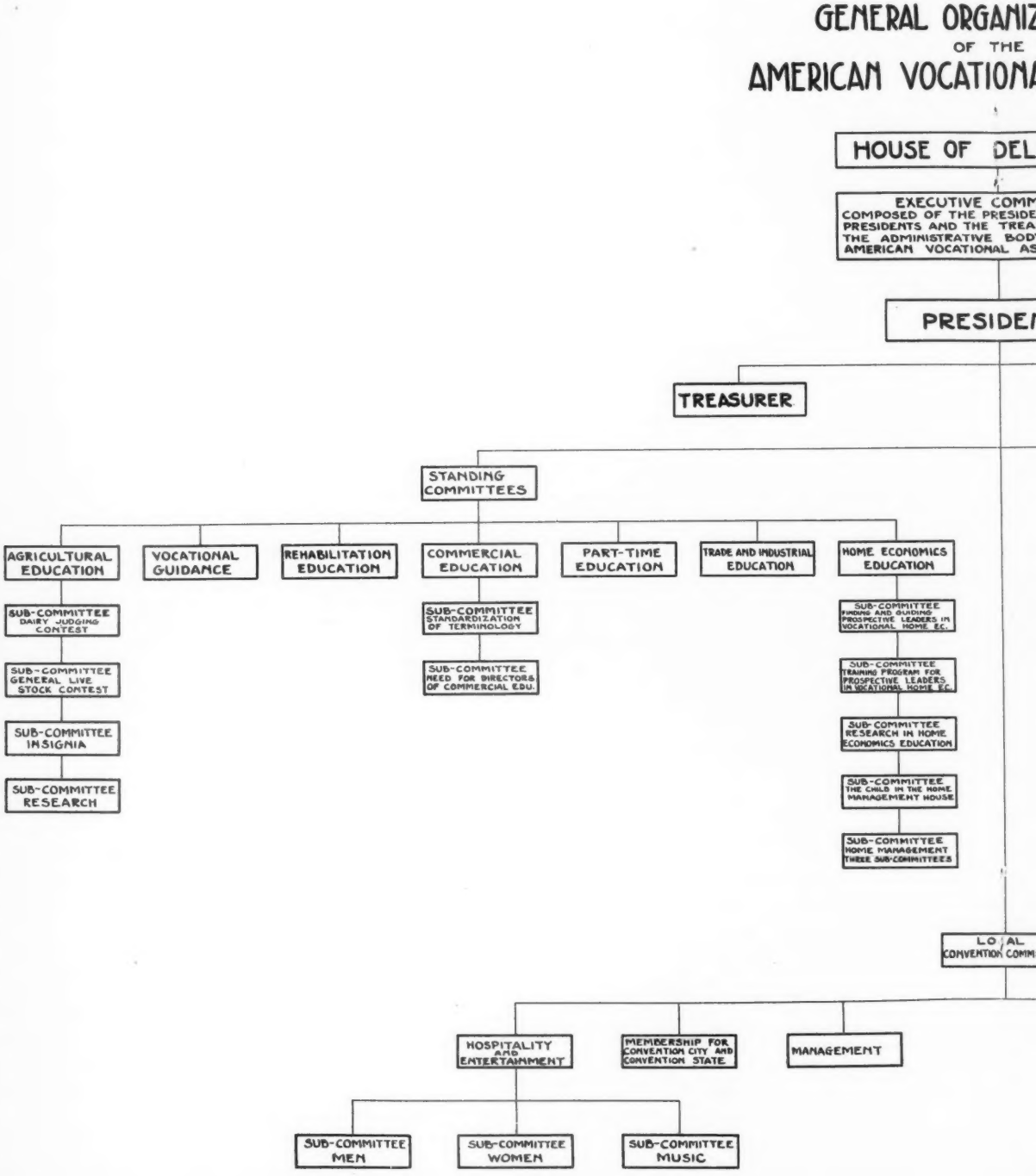
Cheap, reliable electric power plays an important role in the industrial development of any section. The hydro power developments of the South compare favorably in size with those of other sections of the country. The entire Southeast is covered with a network of transmission lines that supply every village and hamlet with the same quantity and quality of electric power and light that is available in the largest cities. Another most interesting and important feature of the power development in the Southeast is that all power lines are linked together so that in case of need electricity can be relayed from Tennessee and Alabama to eastern North Carolina or Virginia, six hundred miles distant, or power can be relayed from West Virginia to Mississippi. The coal fields of Alabama supplement the hydro power of the South through large and modern steam plants located in the coal fields, and during low-water periods in some parts of the southern territory the industries of the section may be operated by electric power generated at the steam plants of Alabama.

"The production of power for 1925 in the Carolinas, Georgia, Alabama, Mississippi, Louisiana, Tennessee, Kentucky, Florida, and Arkansas, was 5,900,000,000 kilowatt hours," said Thomas W. Martin, President of the Southeastern Power and Light Company, in an address before the students in the Mississippi A. & M. College, "and in 1926 it had increased to seven billion kilowatt hours, or 18%, as compared with 11-4% for the nation during the same period."

Forecasts of power requirements have already been made for the next twelve years. This expansion program which is already under way calls for an annual investment in additional capital of one hundred and fifty million dollars, and a total production of electric power for the ten southern states previously mentioned equal to 30% of the nation's power in 1926. This development of power makes possible the decentralization of industry, which in the opinion of business executives is highly desirable.

Naturally these power companies are interested in the industrial progress of the territories they are seeking to serve and their efforts have been instrumental in bringing many new industries to the South. As an example,

Continued on page twenty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COMMERCIAL EDUCATION
SUB-COMMITTEE STANDARDIZATION OF TERMINOLOGY
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PART-TIME EDUCATION
TRADE AND INDUSTRIAL EDUCATION
HOME ECONOMICS EDUCATION
SUB-COMMITTEE FINDING AND GUIDING PROSPECTIVE LEADERS IN VOCATIONAL HOME EC.
SUB-COMMITTEE TRAINING PROGRAM FOR PROSPECTIVE LEADERS IN VOCATIONAL HOME EC.
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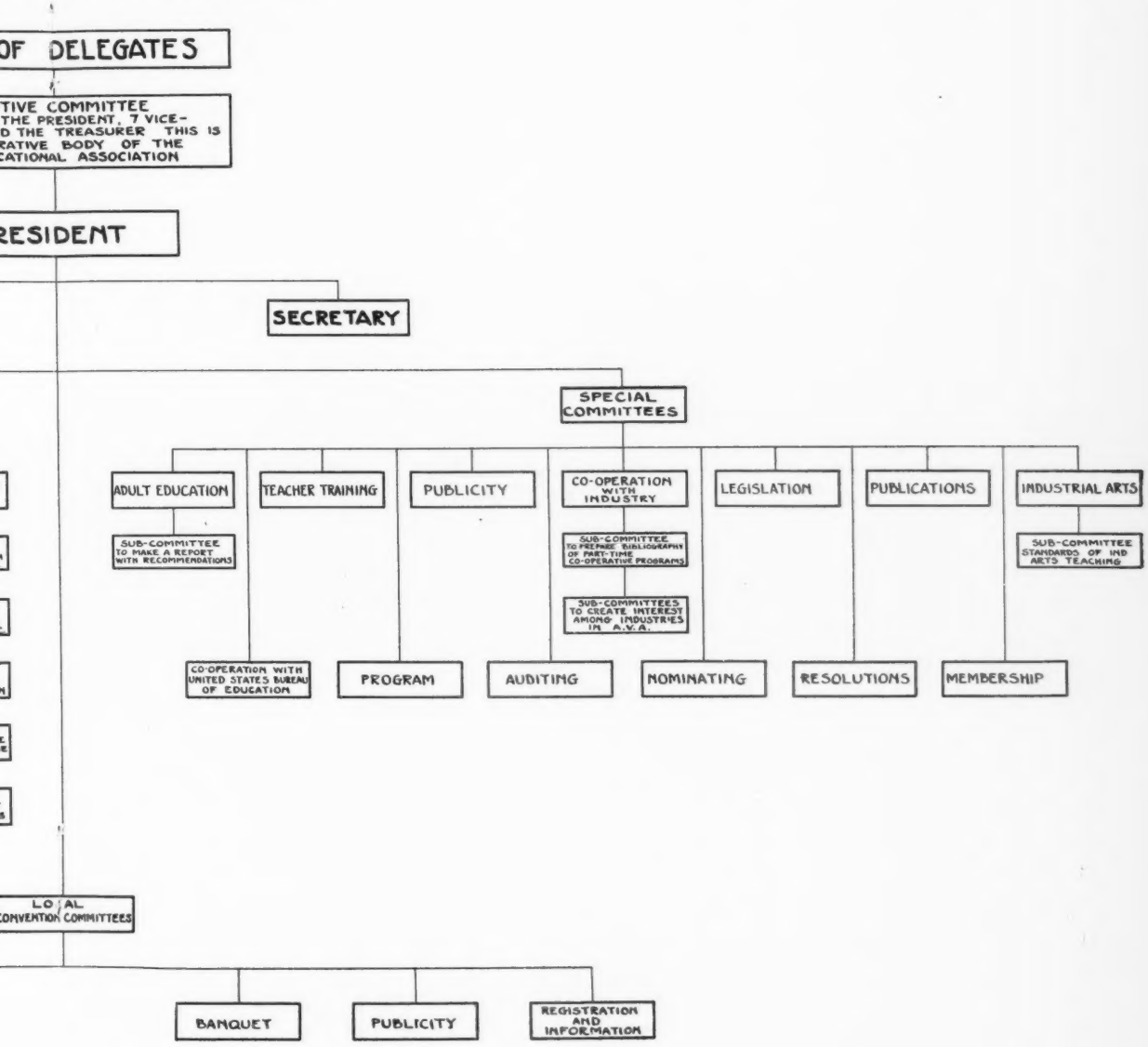

RECENT INDUSTRIAL PROGRESS IN SOUTHLAND

Continued from page seventeen

in 1927 the Alabama Power Company secured new industries for the state which provided employment for 30,000 persons and added fifteen million dollars in new capital that was invested in the erection of industrial plants. In July of this year Mr. Martin announced that thirty-three major new industrial units, requiring a total capital investment of $35,000,000, are under construction in twenty-three Alabama Communities. These concerns will provide employment for 17,500 workers and create new payrolls of over $15,000,000 the first year of operation. These new plants will make fifteen different products including kraft paper and bags, silk cloth, condensed milk, fine cotton and rayon goods, woolen underwear, sweaters, Fuller's earth, copper wire and furniture.

Among the southern states Texas and North Carolina lead in the total value of manufactured products produced. At the time the last census of manufactures was taken in 1925 by the Department of Commerce each of these states was credited with production in excess of one billion dollars a year. This figure represented an annual output five times as great as the production in these states in 1914; and there is no doubt but that when the production figures for 1927 are available these states will show even more remarkable progress than was made in previous years.

Today the South occupies a position of national importance in the following industries: lumber, textile, furniture, iron and steel, quarries, tobacco, oil, fertilizers, and cement. In addition there are many immense establishments engaged in making other products, all new and equipped with the most modern and up-to-date machinery. One very interesting example of such an outstanding concern is the book printing and binding press of J. J. Little & Company, Kingsport, Tennessee. This plant, said to be the largest of its kind in the world, makes books for such publishers as D. C. Heath, World Book Company, Grosset & Dunlap, Collier, and Alexander Hamilton Institute.

Limited space does not permit even casual reference to the growth of southern cities, but personal interest prompts the selection of Atlanta as an evidence of the present energy and activity of southern business men. Two and one-half years ago Atlanta spent $12,000 for an industrial survey. After analyzing the findings they began spending $250,000 a year for national advertising. As a result, B. S. Barker, Executive Vice-President, of the Chamber of Commerce reports that they have brought 465 sales forces, warehouses, and factories to the city with more than 12,000 workers and an additional annual payroll of $23,000,000.

All this industrial expansion suggests a splendid field for the development of an ambitious program in trade and industrial education. A summary of the enrollment in trade and industrial classes for 1926 as given in the last available report of the Federal Board for Vocational Education, shows that approximately 41,000 persons were enrolled in the Southern region. When one stops to realize that few if any such classes had been organized in the South prior to the passage of the Smith-Hughes Act in 1917 this is a very creditable showing. It is interesting to note in this connection, however, that several of the industrial states of the North and East enrolled more persons in trade classes than all the southern states combined. Each of the following states, for example, had an enrollment in trades and industrial classes in 1926 in excess of 40,000: New Jersey, New York, Pennsylvania, Massachusetts, and Wisconsin. More than 200,000 persons were enrolled in the trades and industrial classes reported by New York.

In reply to the question as to whether industrial education in the South had kept pace with industrial expansion, George W. Coggin, State Supervisor of Industrial Education for North Carolina replied, "Industrial Education in the South has made a steady growth since the program was started about ten years ago." As evidence of this statement Mr. Coggin calls attention to the fact that North Carolina in 1918 operated only five evening classes in which one hundred twenty-eight men were enrolled; and in 1928 conducted two hundred ninety-five evening classes, thirty-seven part-time classes, and eight all-day classes with a total enrollment of 5,455. Most of the state supervisors of trades and industrial education in the South, however, are very frank to say that vocational education has not kept pace with southern progress.

The following statement made by Jas. Arentson, Industrial Education Supervisor for Tennessee, seems to set forth the consensus of the opinion of the Southern Supervisors: "Our industrial education program is entirely inadequate to meet the changing conditions in industry. A great many people are entering these new occupations with no preparation whatever. It is not only a matter of training these people in the skills and technical knowledge but there is even more need for helping them to adjust themselves to the changed social and economic conditions. This unlimited opportunity for industrial education cannot of course be acomplished entirely by the public educational system. The industries themselves are seeing the need and in many cases providing excellent training facilities. However, it is certainly the obligation of the state to recognize the situation and to take the lead in the promotion of this type of education."

Southern industrial leaders for the most part seem very much interested in educational programs for their workers. J. Norman Spawn, Educational Director for the Champion Fiber Company, Canton, North Carolina, reflects this attitude by saying, "The more a worker knows about his job, the fewer mistakes he is liable to make; thus as a waste-prevention measure an educational program is essential for any progressive industry. A plant will grow as its workers grow. Industrial education will pay when it is taught in a practical manner. The workers are interested in learning about their jobs—when the idea of studying their work is put up to them correctly."

In the plant where Mr. Spawn is located 689 employees out of 1,300 were enrolled in vocational classes in addition to 200 who were taking I. C. S. courses.

The president of the Newport News Shipbuilding and Dry Dock Company whose organization is financing an ambitious program of trade instruction expressed his opinion of vocational education to B. H. Van Oot, State Supervisor of Trades and Industrial Education for Virginia, in the following words: "The micrometer has lost its mystery, the vernier is no longer difficult, the blue print has been robbed of its terrors and the ammeter and voltmeter are instruments of real purpose. In every direction definite knowledge supplants hazy guess work, all as a result of vocational training."

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Suggested Problems for Research in Industrial Education

L. A. EMERSON

In response to a request sent out by L. A. Emerson, Principal of the Essex County Vocational School for Boys, Newark, New Jersey, and Chairman of the American Vocational Association Standing Committee for Trades and Industries, several suggestions were submitted on "Suggested Problems for Research in Industrial Education" and on "Research Studies in Industrial Education." Following are some of the suggestions submitted:

Suggested Problems for Research

"Comparative efficiency of shop instruction by job sheets and by class instruction with lessons of development type."

"What place, if any, has quantity production in the ordinary vocational school for adolescents?"

"Proper related work for each trade. Subjects listed in the order of their importance."

"To determine what percentage of people trained for an employed occupation are now working at the occupation which could be classified in the original training program of those individuals."

"An economic study of the wages earned by those who have received vocational training as compared to those who have not."

"A practical procedure for making community vocational surveys."

"Criteria for measuring the effectiveness of an Industrial Arts program."

"Efficiency of trade training in all-day vocational classes in high school."

"What shall be the minimum educational requirements for entrance into various trade apprentice courses?"

"What shall constitute the requirements for the title 'Journeyman' in any trade?"

"The certification of teachers: 1. Unit trade. 2. General industrial. 3. Part-time general continuation. 4. Part-time trade extension. 5. Evening trade extension."

"What will form the best basis for selecting vocational students?"

"The comparative effectiveness of the part-time and the all-day schools for preparing industrial workers."

"Successful methods of handling subnormal persons 14 to 18 years of age."

"A follow-up of the graduates of a vocational school who have been at work for a period of 10 years."

"The status of the General Shop (Non-vocational)."

"Do continuation school students as adults enroll in evening classes? If so, what type of subjects or courses do they desire—*trade training, trade extension, general education?*"

"A directory of Educational Directors of National trades organizations and National manufacturers organizations."

"To what extent have educational directors of national trades associations or national manufacturers associations stimulated the institution of trade preparatory or trade extension classes under public supervision and control?"

"Study to be made by specific organizations."

"How can national aid foster training programs for workers in those industries which are national in scope but followed by too few persons in any one community to maintain classes?"

"How has the Workers' Educational Program affected the development of vocational classes for workers? To what extent has there been call for vocational classes within the movement?"

"Has any teacher training program aimed to discover leadership among working groups and to train them for their responsibilities similar to the program of training foremen for leadership within the industry?"

"A general survey of vocational education especially that part of it which relates to trade and industries. We have now had about twenty years of vocational education. Is it not time that we found out what we have been doing, and why we have been doing it that way?"

"What is the relation of vocational education to general education, manual arts, manual training, pre-vocational training, junior high school, etc?"

"What is the relation of vocational education or trade training of boys over fourteen to the problem of secondary or high school education? To what extent, if at all, has it been merged with the cosmopolitan, comprehensive, or general high school?"

"What is the type of boy found in the vocational or trade schools as regards age, mental ability, pre-school training and accomplishment, economic conditions, etc., as compared with those of similar age found in the school system?"

"To what extent are boys of different mentalities graded or grouped in the various vocational schools? What has been found a desirable practice? Can the same work or courses be successfully taught the boys with highly varied mentalities?"

"RELATION BETWEEN SCHOOLS AND INDUSTRY

"(a) What part should industry play in the control and organization of the industrial curricula?

"(b) How should the training of apprentices be divided between industry and the schools?"

"TEACHER TRAINING

"(a) How and when should persons from industry be trained for teaching in evening vocational schols?"

SCHOOL BUILDINGS

"(a) Investigate and report on types of construction and space requirements for various school shops."

"EQUIPMENT

"(a) Survey and report on the minimum, desirable, and maximum equipments for shop classes of ordinary size."

"COURSES

"(a) Determine the aims and objectives of various types of industrial courses.

"(b) When should pupils in industrial courses specialize in one type of shop work?"

"PROBLEM 1. To determine the extent to which individuals who have completed specific trade courses in day trade schools follows:

"a. The trade for which they were trained.

"b. A closely related line of work, or

"c. An occupation in which the school training does not function to any considerable extent."

A research problem could also be carried on concerning graduates of day trade schools relative to the extent they return for further instruction.

"PROBLEM 2. To determine the extent to which students completing part-time co-operative courses return for further training in:

"a. General education subjects and in courses for the enlargement of civic outlook.

"b. Evening extension courses."

It might be well worthwhile to investigate the extent to which part-time co-operative students remain in the specific trade after the course of training has been completed.

"PROBLEM 3. To determine the correlation between the various plans for the selection and admission of students to training courses and the degree to which they remain in the line of work for which they were trained."

PROBLEM 4. To determine (a) percentage of students completing unit trade courses in cosmopolitan high schools who remain in the trade or a closely allied line of work for which they were trained, and (b) to determine the number of students completing unit courses in cosmopolitan high schools who also complete the high school course and receive a diploma."

The Following Studies in Industrial Education Have Been Completed Recently or Are in the Process of Completion at the Present Time

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"Women Workers of Michigan"

CLARA MENGER—

Submitted in part for her master's degree at the University of Michigan.

Numbers and Occupations of Women Workers in the State of Michigan and in the Fourteen Largest Cities of the State.

Vocational Education Bulletin No. 222. Published by State Board of Control for Vocational Education, Lansing, Michigan. (Printed, April, 1926).

"College Women in Business and Industry"

LOUISE MOORE—

Employment-Service Manager, Dutchess Manufacturing Company.

Annual Convention Series No. 61.

American Management Association, 20 Vesey Street, New York, N. Y. (Printed, 1927).

"Women in Supervisory Positions"

ELEANOR H. LITTLE—

Industrial Engineer, Central Planning Department, United States Rubber Co.

Production Executive Series.

American Management Association 20 Vesey Street, New York, N. Y. (Printed, 1926).

The Utilization of Conference Methods With Students in High Schools, Dr. Richard U. Allen, Assistant Superintendent of Schools, Providence, R. I.

The Development of Standard Tests for Measuring the Efficiency of Vocational Programs, Wright and Allen, Federal Board for Vocational Education.

Standardization of Conventions and Methods for Mechanical Drafting in Schools and Industries, The American Society of Mechanical Engineers, The Society for the Promotion of Engineering Education, and the American Society for Mechanical Engineers.

Committees now working on each phase of the project.

Industrial Survey of Ramtramck and Vicinity, Industrial and Manual Arts teachers, Hamtramck, Mich.

Organized by vocational director to determine industries, need for trained workers, and possibilities for placement.

The Training, Salaries, and Experience of Manual Arts and Industrial Teachers in Michigan, Professor Diamond (University of Michigan).

Completed recently.

"To determine the number of decorators trained in vocational schools under public supervision and control from July 1st, 1924, to July 1st, 1927, and by the cooperation of the State Directors of Vocational Education and their local directors to survey these men so trained and find out how many had been employed at the decorating trade at any time between January 1st, 1927, and July 1st, 1927. Reports from the forty-eight states showed that eighty-seven and one-fourth per cent of the directors trained in the three-year period had been employed at the decorating trade sometime between January 1st and July 1st, 1927," E. K. Jenkins, Wallpaper Manufacturers Association, New York City.

Deriving School Drafting Practice from Industrial Standards, Vocational Department, J. S. Morton High School, Cicero, Illinois.

This work was headed by Mr. H. D. Campbell, instructor in vocational drafting. Mr. Campbell, as a re-

sult of this work, has been placed on the Sectional Committee on Standardization of Drawings and Drafting Room Practice, of the American Society of Mechanical Engineers, 29 West 39th Street, New York.

Grade Records and Factors Determining Grades for Shop Work," M. M. Proffitt, Specialist in Industrial Education, Bureau of Education, Washington, D. C.

Developments of a Curriculum for a Vocational School, Division of Vocational Teacher Training and Research, Milwaukee Vocational School.

Developing a Plan for a Placement Department in a Vocational School, Division of Vocational Teacher Training and Research, Milwaukee Vocational School.

A Study of the Occupational Requirements of the Principal Vocations of the City, Division of Vocational Teacher Training and Research, Milwaukee Vocational School.

A Plan for the Professional Education of Vocational Teachers in Service, Division of Vocational Teacher Training and Research, Milwaukee Vocational School.

Co-operation of Industry with the Technical School.
Co-operation here is practically all that could be desired. A full report can be had if required.

What Instruction Should Be Given in a Technical School Situated in a city of 15,000 *People Where the Industries Do Not Require Many Skilled Mechanics?*
Study not complete.

The Best Means of Co-operating with the Public and High Schools in the City.
Not complete.

A Technical Course Complete in Itself, at the Same Time Leading to University Entrance.
Study not complete.
C. U. Crutchfield, Shawinigan Falls, Quebec, Canada.

Development and Production of Lesson Sheets for Carpenter Apprentice Classes, Vocational Division of New Jersey Department of Public Instruction, Principals, and Carpentry Instructors of local Vocational Schools throughout the State, and the International Textbook Co., Scranton, Pa.

Recognizing the advantage of this special teaching tool, the study was begun in New Jersey with the understanding that the International Textbook Co., would use its technical staff to edit, illustrate, and publish the material specified.

"The Status of Trade and Industrial Teacher Training in the United States in the Year 1926"
DR. MELVIN LEWIS—
Thesis Ph. D. University of California, 1927.

"An Evaluation of the California Plan for the Training of Teachers of Trades and Industry"
GEORGE F. HALLER—
Doctor Thesis Subject.

"An Analytical Study of the Duties of the Chemical Laboratory Technician" Also "The Method and Content of the Trade Related Subjects"
RICHARD H. BEHRENS—
Trade and Industrial Series, Bulletin No. 21, Division of Vocational Education, University of California.

"Selection and Purchase of Equipment for Trade and Industrial Classes"
GEORGE F. HALLER—
Trade and Industrial Series No. 7, Bulletin No. 22, Division of Vocational Education, University of California.

RECENT INDUSTRIAL PROGRESS IN SOUTHLAND

Continued from page twenty

Such is the New Industrial South of today, treated all too briefly in this article to do justice to the subject—"The South! Not a land of 'possum, mint juleps and mammies, of soft breezes and languid hours, as immortalized in song and story, but a southland bustling with energy long pent-up, with unexcelled opportunities for growth, with a bounty of natural resources and sound economic conditions which make possible the rise of a new empire and mark the dawn of a new period in industrial history."

VOCATIONAL HOME ECONOMICS IN ALABAMA

Continued from page sixteen

filled with marigolds, zinnias, bachelor buttons, asters, and phlox.

"In the summer we decided that we could afford a concrete walk and steps. This was a little expensive, but it has helped the looks of the place so much that we have never regretted the time and money we spent.

"The interior next received attention, beginning with my own room. The furniture consisted of an iron bedstead, an oak dresser, table, and chairs. There was a faded rug on the floor. I moved the dresser to another room, then from an old washstand I made a little dressing table. With rough lumber I made a window seat which I covered with bright cretonne. The furniture was very attractive after a coat of paint and two of enamel were put on. I have very light curtains at the windows. The old rug was turned over and looks almost like new.

"The walls in the living room and hall were painted in buff, the dining room and kitchen are to be the same.

"One of the greatest improvements on the interior is the built-in cabinets. A very convenient one was made between the dining room and kitchen, where an old chimney used to be (the bricks were used to build a basement). The part of the cabinet in the dining room is to be used for dishes, and that in the kitchen for cooking utensils. Both are to be painted cream inside and oak outside.

"Next spring I am going to plant more flowers and keep working on everything that I think can be improved for I love home projects. It not only has helped me, but has helped my entire family and even our neighbors."

Such projects may be found wherever vocational home economics departments have become well established.

Conference on Printing Education

FRED J. HARTMAN, *Director, Department of Education, United Typothetae of America*

THE Seventh Annual Conference on Printing Education, held at the Carnegie Institute of Technology, Pittsburgh, Pa., June 25, 26, 27, brought together more than one hundred twenty-five teachers of printing and others interested in printing education from forty cities of fifteen states of the United States, and from Toronto and Montreal, Canada. The printing industry was represented by two editors of printing trade journals, by representatives of manufacturers and distributors of printing equipment, and by about one hundred master printers of the Pittsburgh District. Six sessions were held, at which the following general topics were discussed by forty speakers: (1) If I were a Teacher of Printing, (2) Training Craftsmen, (3) Share Your Knowledge, (4) Business and Education, (5) Major Educational Problems in Printing, and (6) The Printing Curriculum. At the end of each afternoon session an open forum on the topics of the day's program was conducted.

The program as a whole furnished a kaleidoscopic picture of what is going on in printing education in the United States and Canada. This was made possible through the first-hand information given by outstanding educational and industrial leaders.

Administrators of vocational education, most of them pioneers in the field, contributed considerably to the success of the program. This group included Dr. C. B. Connelley, Director of Industrial Relations, Carnegie Institute of Technology; Frank Leavitt, Associate Superintendent of Pittsburgh Public Schools; L. H. Dennis, Deputy Superintendent of Public Instruction of the Commonwealth of Pennsylvania; Charles W. Sylvester, Director of Vocational Education of Baltimore and Treasurer of the A. V. A.; E. E. Sheldon, Lakeside Press, Chicago; Joseph M. Speer, Director of Industrial Education, Pittsburgh Public Schools; and Dr. Gerald Whitney, Director of the Department of Vocational Education, University of Pittsburgh.

The heads of departments of some of the leading schools of printing showed in a concrete manner how printing instruction is fitting young men for their chosen industry and for life. This group covered a wide-spread area, including John M. Murray, Frank Wiggins Trade School, Los Angeles, California; E. E. Vosburg, McCall Continuation School, Philadelphia; John E. Mansfield, Wentworth Institute, Boston, Mass.; John C. Heinike, Elm Vocational School, Buffalo, N. Y.; V. V. Young, Ralston Industrial School, Pittsburgh, Pa.; Harry E. Milliken, Worcester Boys' Trade School, Worcester, Mass.; Allan Robinson, Ottmar Mergenthaler School of Printing, Baltimore, Md.; and Professor David Gustafson, Carnegie Institute of Technology.

Teachers of printing presented their viewpoints, dealing specifically with the intimate problems concerning training for the job, production versus instruction, and the printing curriculum. Those who had assigned parts on the program were: John L. Deal, Jefferson Junior High School, Rochester, N. Y.; Chester A. Lyle, Wm. McKinley High School, Canton, Ohio; Frank E. Rhodes, Montreal Technical School, Montreal, Canada; Burt F. Tomlinson, Instructor at the Mergenthaler Linotype School, Brooklyn, N. Y.; George E. Huckins, Buffalo State Normal School, Buffalo, N. Y.; W. F. Cleaver, Senior High School, Johnstown, Pa.; R. A. Loomis, Dickinson High School, Jersey City, N. J.; Orville Wood, Latimer Junior High School, Pittsburgh, Pa.; Ewald C. Raasch, Boys' Technical High School, Milwaukee, Wis.; and C. S. Romig, Central High School, Altoona, Pa.

The representatives of the industry gave a very practical slant to the discussions. The speakers were Edmund G. Gress, Editor of the American Printer, New York; Walter L. McCain, Editor of "Printing," New York; Robert L. Forsythe of the Robert L. Forsythe Printing Company, Pittsburgh; John J. Deviny, Past President of the International Association of Printing House Craftsmen, Washington, D. C.; Ray B. Keller, Hammermill Paper Company, Erie, Pa.; F. T. Denman, Mergenthaler Linotype Company, Brooklyn, N. Y.; Frank K. Phillips, Manager of Educational Department, American Type Founders Company, Jersey City, N. J.; and Fred J. Hartman, Director of the Department of Education, United Typothetae of America, Chicago.

Two special features of the conference were: (1) the emphasis put upon trade tests and (2) the value of printing exhibits. The subject of trade tests was introduced by Dr. Walter B. Jones, Research Professor of Education of the University of Pittsburgh. He distributed a series of tests on selecting printing craftsmen and teachers of printing. These were worked out with the cooperation of the Carnegie Institute of Technology and representative teachers of printing. Professor Glenn U. Cleeton, Head of the Department of Industrial Education, Carnegie Institute of Technology, and Professor Wm. E. Rasche, Department of Vocational Education, University of Pittsburgh, were the discussion leaders on this topic. The conference passed a resolution asking the printing industry to give its support to a wide-spread use of these tests for the purpose of further study.

Through the courtesy of the school authorities of Canton, Ohio, an extensive exhibit of fine printing was shown. This interesting collection arranged by Chester A. Lyle, of the McKinley High School of that city, included specimens from printing plants in the United States, Canada, and Europe. The exhibit was intended to demonstrate how schools of printing can cooperate with the industry in interesting the public in the printed product. The Carnegie Institute of Technology, also, had an elaborate exhibit of the printing done by its students.

CIVILIAN REHABILITATION

Vocational Rehabilitation in North Carolina

H. L. STANTON, *Supervisor*

VOCATIONAL rehabilitation was first conceived to be largely if not wholly a service providing vocational education and securing suitable employment for the handicapped. As the work developed in North Carolina it was found necessary to greatly extend this concept. Experience taught us that many other services are required for successful rehabilitation. Some applicants required physical restoration, others needed prosthetic appliances. All required sound vocational guidance. So our idea of vocational rehabilitation has been broadened to include any and all of the services required for the fitting and placing of physically disabled and vocationally handicapped persons in remunerative employment.

Limited personnel, limited funds and limitations placed on available funds prohibited the supplying of some of these services by the rehabilitation department, and so it became necessary to find ways and means of providing these services without expense to the department.

Had there been existing agencies that would furnish some of these needs clients would have been referred to them. But outside of social agencies that would occasionally make contributions no help could be secured.

To provide physical restoration a state-wide system of orthopædic clinics has been established. These are well distributed throughout the state. At these clinics, which are held monthly, free examination and free treatment are given to indigent cripples. The orthopædic surgeons are giving their services to the cause, and civic clubs, Rotary, Kiwanis and Lions, are bearing the expense of the clinics. Eighteen clinics have been established during the past three years. This has placed the services of a skilled orthopædist within the reach of practically all cripples in the state. For those cripples whose treatment necessitates operations fifteen hospital beds have been donated by hospitals and civic clubs in the state. Thousands of cripples of all ages have been examined, and hundreds have had their deformities corrected or greatly improved as a result of this program. For some rehabilitation would have been impossible without treatment, while treatment has greatly facilitated the rehabilitation of others.

Many cripples require a certain type of prosthetic appliance to enable them to follow a vocation. Here the difficulty was not so much lack of finances as lack of a dependable agency to which clients could be referred for the fitting of an artificial appliance. Limb manufacturers are more interested in selling the particular type of appliance that they manufacture than in providing the right kind of appliance and seeing to it that it is properly fitted.

We found that most surgeons have very little knowledge of the fittirg and use of artificial limbs. Many of them even lack sufficient knowledge of proper amputation for giving the patient the best bearing surface for an appliance.

It, therefore, became necessary for us to familiarize ourselves with the various types and kinds of appliances and their uses; to learn which amputees can wear appliances to advantage and which ones cannot; and to learn how stumps can best be conditioned for wearing appliances.

We learned that stumps usually shrink considerably within a few months after a limb is fitted. This difficulty has been overcome by the use of inexpensive temporary limbs called pylons. The use of pylons and the knowledge gained of prosthetic appliances has saved large sums of money for both the cripples and the state, and greatly aided many by providing them with the appliance best fitted to their needs.

There is no more important service rendered cripples than good vocational guidance, nor is there a more difficult service to render. Here again we were confronted with a difficulty. Most of the work that has been done in vocational guidance has been planned for school children, and many of the methods used are not adaptable to rehabilitation clients.

A system of tests has been adopted which has proved very helpful. A brief preliminary intelligence test selected from the Terman-Binet Test is given to all cases of meager education and those suspected of having a low degree of intelligence. Failure to pass this test is followed with a complete intelligence test given by a psychologist or some one trained and experienced in testing. These tests have enabled us to eliminate low grade morons, imbeciles and idiots who have applied for our services. Any attempt to rehabilitate them would certainly have resulted in a waste of funds.

A battery of achievement or educational tests are used to determine ability to succeed in a commercial course, linotype training and similar vocations. Two tests for mechanical ability are used to differentiate between those who have a low degree and those who possess a high degree of such ability in order that they may be directed into the trades for which they are best fitted. By the aid of such tests we are doing better advisement and reducing the number of failures.

Although vocational training is not all of rehabilitation it is a most important phase of it. To aid in its supervision we have analyzed a number of the most common vocations for which cripples are being trained. These analyses are used for checking the progress of the trainee. They give us a definite picture of his progress, and enable us to determine whether he is being taught the entire trade or only a part of it.

By the methods described and others, we are constantly endeavoring to improve the rehabilitation service in North Carolina.

The Coordination of a Program for Crippled Children and Disabled Adults*

TERRY C. FOSTER, *State Supervisor of Civilian Rehabilitation in Alabama*

THE program of service for the physically handicapped in Alabama is, I believe, unique in the Nation, unique in that the various types of service are administered under one directing state agency, and that it contemplates a complete preventive, restorative and vocational rehabilitation service for all feasible cases of physically handicapped persons, regardless of age or type of physical disability. The State Department of Education, through the Rehabilitation Service of the Division of Vocational Education, administers the three acts which provide for these services. The Vocational Rehabilitation Act, providing for cooperation with the Federal Government in the vocational rehabilitation of persons of working age and their return to employment, was the first service provided for. The physical Restoration Act, providing for surgical, hospital and other treatment for children and adults, grew out of the necessity for the physical restoration of a large number of cases in order to prepare them for vocational rehabilitation. The Act providing a special training and employment service for the blind was designed to provide for a survey of the blind in the State; to devise methods of training and employing them, and for the marketing of their products.

It should be borne in mind that the physical restoration service and the service for the blind are preventive and restorative, as well as educational, agencies preparatory to the ultimate vocational rehabilitation of the individuals affected, and are administered as allied agencies to the rehabilitation service.

Now, a program of rehabilitation of such wide scope necessarily requires the cooperation of other State agencies, especially the State Health and State Child Welfare Departments, and also of the public. Such cooperation is most easily secured through an organization where all concerned can meet on common ground. Realizing this fact, the State Department of Education, Health and Child Welfare joined hands in the organization of the Alabama Society for Crippled Children and invited the public to come in and help put the job over. Control of the affairs of the Society are vested in the State agencies, with an advisory board representing the public. It will be seen, therefore, that the Society for Crippled Children is simply a vehicle for coordination of the efforts of the agencies and people interested in the physical and economic independence of the physically handicapped adults, as well as children.

Each of the services, that is, vocational rehabilitation, physical restoration and service for the blind, requires a different administrative method and procedure. For the administration of the vocational rehabilitation service we have four branch offices, one located in the northern, one in the central, one in the southeastern, and one in the southwestern part of the State. Each office is in charge of an assistant supervisor of rehabilitation, and has from twelve to sixteen counties under supervision. The duties of the supervisors are to locate and provide vocational training and employment for the physically handicapped individuals in his territory. The administration and procedure in physical restoration is somewhat more elaborate. An assistant supervisor of rehabilitation, whose salary and other expenses are paid from a special appropriation for the purpose, is in charge of the physical restoration program in all the districts. The duties of this special supervision are to organize and conduct the diagnostic and follow-up clinics, to arrange for hospitalization of cases recommended for treatment,—in fact, perform any duties necessary in arriving at the goal for which the service was established. I might remark that the present worker had five years' experience as a rehabilitation worker before being assigned to physical restoration service, and, therefore, has the rehabilitation point of view in the execution of her work.

The State has been divided into seventeen clinical districts of from three to five counties each, with a large town or city as the center. Each district has an organization consisting of a volunteer director, who appoints in each county a county chairman. There is in most of our counties either a county health unit or a child welfare worker. The part they play will be shown by illustration directly.

The service for the blind centers around the State School for the Blind and two work shops maintained by associations for the blind in Birmingham and Mobile. An assistant supervisor of rehabilitation, employed under a special act of the Legislature, is in charge of the program. Her duties are to locate blind persons, provide training for them either at the School for the Blind, the work shops, or in their homes, and to establish markets for the products of those employed.

Now, that is the machinery that has been set up in my state for administration and execution of the program for physically handicapped,—all under the supervision of the Rehabilitation Service, but each directly in charge of a specialist in his particular field.

I believe I can best give you a composite picture of how the whole program is coordinated by explaining our method of procedure in the organization and conduct of the diagnostic and follow-up clinics. All clinics are organized and conducted in the name of the Alabama Society for Crippled Children, because that organization is the common ground on which the State and County agencies and the public can meet on equal terms. The district director of the Society, through the civic and other organizations in his district, provides the necessary publicity and arranges for transportation of the cases. All physically handicapped persons are invited to appear for examination, regardless of age, sex, race or disability. The county health officers from the counties comprising the district are there with their nurses, and the district supervisor of rehabilitation and the supervisor of physical restoration are there. As the cases come from the examination rooms, those over sixteen years of age are interviewed by the rehabilitation worker, and programs for the rehabilitation of eligible cases are worked out. When the rehabilitation program involves physical restoration, the case is turned over to

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*Delivered at the Seventh Annual Meeting of the International Society for Crippled Children.

CIVILIAN REHABILITATION IN MISSISSIPPI

J. F. HUBBARD, *State Director of Vocational Education*

During the seven years ending June 30, 1928, 1,041 disabled persons have been rehabilitated in Mississippi. Of this number 260 were women and 781 were men. In the group there are persons from every county in the State. Of these cases 37% were under twenty-one years of age, 37% between twenty-one and thirty, 20% between thirty-one and forty, 4% between forty-one and fifty years, and 2% were over fifty years of age.

Sixteen per cent of these persons were injured in employment accidents; 35% in public accidents; 38% by disease and 11% had congenital disabilities.

Fifty-two per cent were given institutional training; 20% were trained on the job or given employment training and 28% were rehabilitated by job restoration.

Fifty per cent of them had had some kind of vocational experience before injury, the other 50% had never been employed.

The average earning capacity before training was $275.00 per year; the average earning capacity after training was $897.00 per year, or a total increased earning capacity for the group of $628,682.00 per year.

In addition to the Vocational Rehabilitation service given to the above group free hospital service has been secured and given to 752 persons who were unable to pay for treatment. The funds for physical restoration were contributed principally by the teachers and school children of the state.

The total appropriation for the Rehabilitation Work amounted to $34,000.00 per year. Half was paid by the State and half by the Federal Government. In April, 1928, the state appropriation was increased $1,750.00 per year and an appropriation of $15,000.00 per year was made for the rehabilitation of the blind people of the state. This work was done, previously, with funds from the regular rehabilitation appropriation.

In April, 1928, the Mississippi Society for Crippled Children was organized. This society is under the supervision of the State Rehabilitation Department and will co-operate with it in providing care, relief and education for those who cannot be aided by the Vocational Rehabilitation Department.

VOCATIONAL REHABILITATION IN FLORIDA

H. C. CORPENING, *State Supervisor*

The vocational rehabilitation program was inaugurated in Florida on September 1, 1927. Our staff consists of one full-time supervisor, and one full-time secretary. With limited staff and limited appropriation on the one hand, and an extensive and scattered territory on the other hand, we have, naturally, found difficulty in meeting all the demands and needs existing in the state during the first ten months of the service.

However, during the ten months' period we have had over 500 applications for aid under the department; have interviewed, personally about 300 of these applicants; have determined as good prospects for rehabilitation, 204. Of the number interviewed, 61 are undergoing some sort of service preliminary to rehabilitation training proper, such as medical treatment, fitting of artificial appliances, etc. Seventy-one others in line for training are being held up on account of unfinished public schooling, provision for room and board facilities, lack of immediate training opportunities, or some other circumstance. Seventy-two have already been placed in training for a great variety of occupations. The occupational objectives include the following: auto mechanics, architecture, artificial limb making, complete business course, dress making, law, lens grinding, linotype operating, ministry, motion picture projecting, poultry husbandry, radio expert, secretary for office, shoe repairing, stenography, tailoring, teaching, typewriter mechanics and watch and clock repairing.

Five cases have completed their training course and three have been placed in employment after training. Each of the three in employment are still being followed up prior to being listed as rehabilitated. We had no complete rehabilitations during the first ten months' period.

We see plenty of work ahead for the ensuing year. In addition to the 500 applicants recorded in our office, the American Legion Department of Florida has just completed a state-wide survey of cripples, results of which to date, give us around 1,500 additional disabled adults for our records. Equally this many crippled children were discovered by the survey, and many of these will soon become rehabilitation cases.

We have had excellent co-operation on the part of welfare agencies, organizations and interested individuals in the state, and we feel that we are going to be able to develop a big program in Florida.

COORDINATION PROGRAM FOR CHILDREN AND ADULTS

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the physical restoration worker, who arranges for treatment. The case goes to the hospital, and in due time returns home. The county health unit follows it up, rendering whatever medical care is necessary until the case is dismissed by the orthopedist. The case is then returned to the rehabilitation supervisor for continuation of the rehabilitation program. We have established a policy of holding the second clinic two months from the first, the third four months from the second, and the fourth six months from the third, and then every six months thereafter.

The cases under sixteen years of age are all referred direct to the physical restoration worker, and the rehabilitation supervisor has no responsibility for them until they are eligible for rehabilitation service. Arrangements for treatment are made through the co-operation of the district director and his committees, they are followed up by the county health unit, they go back to school under the supervision of the county child welfare worker, they are then given vocational guidance by the physical restoration supervisor,—all preparatory to ultimate vocational rehabilitation. As they reach the age of sixteen they automatically become the responsibility of the rehabilitation worker, to follow up, train and place into employment. This program insures a uniform and continuous program of service from the time the disability occurs until rehabilitation is effected. It insures the education of the public as to the needs and possibilities of the physically handicapped. It insures the co-operation of all concerned, toward a definite state-wide goal: economic independence for every physically handicapped person mentally and physically capable of achieving it.

COMMERCIAL EDUCATION

Some New Developments in Commercial Education

EARL W. BARNHART, *Chief, Commercial Education Service, Federal Board for Vocational Education*

PROGRESS with the educational programs under way for retail grocers, for laundry salesmen, and for retail meat dealers, has been such that the term commercial education may soon come to have an entirely new meaning to those in charge of vocational education in this country. When men employed in these and other commercial occupations are included in the program of vocational education, the traditions which have heretofore limited commercial education to preparatory clerical training are likely to be overwhelmed by the demand for a real vocational education for commercial workers. Consequently, this new expansion in the field of commercial education promises to be very significant in the remaking of education for office and store workers on both a preparatory and on an extension basis.

Developments in Training Retail Grocers

The first of these new educational programs for employed commercial workers was begun by the National Association of Retail Grocers when it secured the aid of the Federal Board for Vocational Education in planning an educational program for the men engaged in the retail grocery business. The Federal Board, after some study of the problem, prepared recommendations and outlined a program for the Association. The recommendations of the Federal Board were unanimously adopted by the members of the Association at their annual convention in June, 1925. A few months later an educational director for the Association was appointed and work on the preparation of the first unit of instructional material was begun. At the 1926 convention of the Association, the grocery trade was informed that the Introductory Course for Retail Grocers, with suggestions for the use of the conference leader, was ready for use. The response to this announcement was very gratifying when one considers how difficult it is to get courses for new occupations organized and in operation. By the time the 1927 convention was held, thirty-eight conference groups enrolling some 750 retail and wholesale grocers, and grocery salesmen, in twenty-two States had been organized, while enrollments in a correspondence course totaled 138. In addition a plan for training leaders of local conferences for retail grocers had been developed in Alabama, through the co-operation given by Mr. J. B. Hobdy, the State Director for Vocational Education.

During the year 1927-28, progress with the program almost stopped. The second unit of instructional material was not prepared as had been announced, so there was nothing which the groups which wanted to continue could use. Further, as the policy of the educational director has been to work almost solely with those in the grocery trade, public school agencies had not been interested in the program, consequently the groups which wanted to continue did not have the help of men qualified to conduct conferences without prepared materials. The educational director resigned during the year, and a new one was not appointed. As a result of these developments, not more than ten conference groups, using the first unit, were formed during the year. However, in one or two States plans for co-operation between the State and local associations of retail grocers and the State and local vocational educational authorities were developed which should result in making classes for retail grocers a part of the State program as soon as the needed instructional materials are available.

The discussions in the 1928 convention of the National Association showed that the members were looking to the officers of the Association for further developments with the educational program. It is probable that a new policy of trying to get the co-operation of State and local vocational educational authorities will be adopted and that steps will be taken by the National Association at an early date to begin conferences which should develop new units of instructional material. As soon as these new units are ready for use, local conference groups of retailers will be started; for it is evident that many in the trade have come to realize the value of organized education, especially when presented through the medium of conferences. Indeed the reports from the conference leaders indicate great satisfaction with the conference method, though some confess that their own inexperience made greater success impossible.

The Program for Laundry Salesmen

When the early success of the program for retail grocers came to the attention of the Laundry-owners National Association, the officers consulted the Federal Board about the possibilities for a training program for laundry salesmen. The Federal Board outlined a program suited to the needs of the laundry industry, which, after very careful consideration, was adopted by the Directors of the Association. One of the members of the staff of the Association was delegated to work in co-operation with the Federal Board in preparing the conference material needed for improving the selling practices of laundry salesmen. The first sections of this material were ready for use in the summer of 1927. Within a year almost 10,000 copies of a manual for

Laundry Routemen were distributed, a copy going to every laundry in the country which was participating in a national advertising campaign for the power laundry industry. While no reliable detailed reports have been made as to the actual use of these manuals in conferences for routemen, still the data available justifies the statement that during the first year conferences for improving the selling practices of laundry salesmen had been organized in about two hundred laundries and that at least 2,500 routemen had been benefited by the instruction.

The essential idea underlying the program of the Laundry-owners Association was that the routemen, who in all well managed laundries meet once a week for a conference conducted by some official of the plant, need to make a systematic study of the difficulties they have to overcome in selling more laundry service and in giving better sales service. Some sixty specific difficulties were analyzed in a Manual for Conference Leaders for discussion during a series of conferences on selling laundry service by routemen. The outcome of these discussions was summarized in a Routeman's Manual of the best practices, based upon the recommendations of the National Association and the experience of the men, for each man's manual contained a summary of the procedures which each man thinks will be the most effective for him.

The program for training laundry salesmen has been organized and conducted almost entirely on a plant basis, no contact with the public schools being considered necessary or encouraged except for the training of the conference leaders. Undoubtedly in time, many of the large plant owners will realize that the success of a program organized on the conference basis depends upon having well trained conference leaders who have been trained to use this particular type of educational method, hence local or State associations of laundry owners can be expected ultimately to ask for some help in training conference leaders. Indeed a program looking forward to training a few conference leaders for the local laundry industry has already been planned for Philadelphia, and some of the cities in California have taken steps in this direction.

As part of its work with the Association the Federal Board conducted a demonstration conference for laundry foremen. The development of a program for training laundry foremen will undoubtedly help to show laundry managers the value of special training for conference leaders.

As it is now, the program for laundry salesmen is progressing very rapidly. The material already prepared is probably the best conference instructional material so far published in this country. The close connection between well trained men and larger sales is being realized by many laundry managers; so unquestionably this industry is now well on its way toward developing an educational program which eventually will reach every worker. However, the needs of salesmen and others in contact with the public, will probably be supplied first. A manual is now being prepared for laundry salesmanagers which will constitute the basis for the next step in educational work for those in the laundry industry.

Training for Retail Meat Dealers

The steps in the development of an educational program for retail meat dealers have been substantially the same as in the programs already described. In 1927 the officers of the National Association of Retail Meat Dealers secured the help of the Federal Board in studying the possibilities for developing an educational program for retail meat dealers. The Federal Board's recommendations, along with a sample unit of instructional material which had been secured by Allen's *suction-pump* method from a committee of successful fresh meat dealers, was submitted to the Association at its annual convention in July, 1927. After due consideration of the proposed plan, the board of directors of the association authorized the secretary of the Association to promote the formation of conference groups in order to see how effective a program organized on a conference basis would be. This program was to be carried out in co-operation with the Bureau of Public Relations of the Institute of American Meat Packers, which had been instrumental in interesting the Association in the idea of an organized educational program. However, profiting by the experience of the other commercial trade associations, the meat dealers decided to promote their program with the help of the vocational school authorities and to interest the secretaries of local chambers of commerce, wheresoever possible, in the program as a means for improving retailing practices in the fresh meat trade. As a result of these policies, developments with this program have been and will be different from those in the programs of the other associations.

The experience of these associations had shown the importance of having trained or experienced conference leaders, so efforts have been made to get State and local vocational school authorities interested in training a group of experienced and successful retail meat dealers to serve as conference leaders of local groups. A program of this kind was first started in Ohio last December when Mr. E. L. Heusch, the State Supervisor of Trades and Industries, invited retail meat dealers from all the larger cities in the State to participate in a one week conference for training community conference leaders. Eleven men attended this series which was handled by Mr. R. W. Jenkins, the State leader in foreman training. On their return home these men started to organize local conference groups. As a result today there are local groups of retail meat dealers in Cleveland, Toledo, Canton, Columbus, and in some other centers. This seems to be the start of a State-wide program, especially as the groups already organized are interesting meat dealers in neighboring communities in forming local associations and organizing conference groups. Then, too, the December conference will probably contribute much towards the formation of a State association of retail meat dealers.

In Los Angeles, the State and city vocational educational authorities co-operated in conducting a similar leader training conference composed of the officers and a few selected members of the local association of retail meat dealers. This conference has been completed, and the men who participated in it are now organizing neighborhood conferences which they will direct under the general supervision of Mr. L. G. Stier, of the city schools, who trained them. It is confidently expected that at least one hundred retail meat dealers in Los Angeles will be enrolled in this program this fall when the conferences begin.

A similar program in charge of Mr. J. J. Matthews, State Supervisor of Industrial Education, is now being started in Philadelphia in co-operation with the local director of vocational education.

In a number of other cities, notably Chicago, New York, Omaha, Milwaukee, Detroit, Sheboygan, and San

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Vocationalizing the High School Commercial Course

By A. B. ANDERSON, *State Supervisor for Trade and Industrial Education, Wilmington, Delaware*

THE Commercial Department in the Wilmington High School, prior to its reorganization in 1926, was offering a regular four-year commercial course. The instruction was necessarily general, since its purpose was to prepare pupils for various commercial occupations. It was a popular course and was considered by many to be an easy road to a high school diploma. But the pupils from this department were not entering directly into commercial occupations and an investigation disclosed that business concerns wanted people with more training. Their first question to the applicant would be "what can you do?" Not having had sufficient specialized training to fit them for any particular task, pupils were compelled to go to a business college before being employed. When the facts of this situation were brought to the attention of the school authorities, a revision was called for to eliminate the weakness in this system and to organize a course of study which should function in training high school people for definite and effective employment in commercial occupations. With the assistance of the State and Federal Boards for Vocational Education a study was made of business requirements in the community, and it was found that these people eventually found their way into three major groups of commercial occupations, those of stenography, clerical and retail selling. Three curricula were therefore set up in the department to meet these requirements, the first two of which were immediately established and the third, retail selling, was organized a year later. It was decided to make the new commercial course two years in length instead of four years and to require specialization in one of the three major units as stated above. While the last two years of the high school are given up to strictly commercial subjects, only the senior year is arranged for the co-operative (two-week-about) plan. The "co-operative"

Corner of classroom in Wilmington High School where Cooperative Commercial students are trained.

year is also a twelve months term instead of the usual nine months. Following is an outline showing the subjects given in each of the three groups:

THIRD YEAR

Stenographic	*Clerical*	*Retail*
1. Business English	1. Business English	1. Business English
2. American History (1 year)	2. American History (1 year)	2. American History (1 year)
3. Shorthand (Home Practice Required) (Single Period)	3. Bookkeeping General Business Training (Double Period)	3. Typewriting (Single Period)
4. Typewriting (Double Period)	4. Typewriting (Single Period)	4. Merchandise Information (Double Period)
5. Bookkeeping (½ year)	5. Business Arith. (½ year)	5. Business Arith. (½ year)

FOURTH YEAR (Co-operative-half-time)

1. Business English	1. Business English	1. Business English
2. Shorthand Transcribing (Double Period)	2. Bookkeeping General Business Training (Double Period)	2. Merchandise Information (Double Period)
3. Secretarial Training	3. Advanced Office Practice	3. Salesmanship
4. Typewriting	4. Business Arith. (½ year)	4. Business Arith. (½ year)
	5. Commercial Law or Economics (½ year)	5. Commercial Law or Economics (½ year)

In order to make the co-operative part-time work successful a co-ordinator is required who shall be responsible for maintaining the proper contact between the school and employment. The head of the Commercial Department was assigned to this work as a part of his regular duties. The Guidance and Placement Bureau co-operates in finding employment and very little difficulty has been experienced in placing pupils as soon as they are ready for employment. Since there are two people for each job in the co-operative year the employer must either place both on full time or another position must be secured when they graduate. Usually the larger concerns employ both people, others have been placed within a short time. There were fifty-two people who graduated from the three courses of this department this year and next year will see a considerable increase in this number.

Wilmington's experience with the co-operative plan in the Commercial Department has been very favorable. The pupils are better trained, they enter directly into employment, they have had, when they graduate, one year of experience in employment under guidance of the school and they seem to hold their positions very well which is, after all, the real test of their training.

It is more difficult to administer the co-operative plan, and the principal of the school as well as the instructors must be willing to put forth the extra effort to make it successful. The Superintendent of Schools, Dr. David A. Ward, Principal of the High School, M. Channing Wagner and Head of the Commercial Department, R. L. Talbot are all enthusiastic about this new vocational arrangement of the commercial department, and they have all worked unerringly for its successful administration.

PART-TIME COMMERCIAL CLASSES

J. F. Hubbard, *State Director of Vocational Education*

Twenty-two high schools in the state of Mississippi have organized part-time classes in commercial subjects. There is a total enrollment in these twenty-two classes of 211 pupils. Superintendents have made arrangements with the State Board for Vocational Education whereby part of the commercial teacher's time is definitely set aside for the exclusive use of part-time pupils. The amount of time thus set aside varies from 20% to 50% of the teacher's time.

Subject matter taught in the part-time commercial classes consists of retail selling and related subjects, bookkeeping, stenography, typewriting, and such related matter as is deemed advisable. In all cases an effort is made to discover the individual need of the student and to shape the course of study to fit that need. There has been a growing and insistent demand for the type of work as outlined above. This demand has reached such proportions that state funds are in no wise adequate.

The part-time commercial school has afforded an opportunity for many persons employed in commercial plants of securing a type of training which has enabled them to secure promotion in their work. Superintendents and school people in general are beginning more and more to realize the responsibility they have in the field of part-time education, and many of them are desirous of placing the school plant, equipment, and teaching force at the disposal of young people who have entered employment.

SOME NEW DEVELOPMENTS IN COMMERCIAL EDUCATION

Continued from page twenty-nine

Diego, conference groups have been organized without any reported aid in training conference leaders. In St. Louis the leader of the two groups formed there was helped by Mr. O. B. Badger in charge of the Trade and Industrial Teacher Training in Missouri. It is probable that the help given by other State and local vocational education authorities has not been reported.

The reports so far received indicate that these first conferences under the program of the Association are very satisfactory and are being conducted in such a way as to constitute a sound basis for future expansion. An additional unit of instructional material is now being prepared. The most encouraging development is the continued interest of the Institute of American Meat Packers. Dr. Filbey, who is in charge of the educational program of the Institute, is now working out a plan of conferences which should contribute much toward developing the additional units of conference cases, questions, and problems.

From these brief historical sketches of how three national trade associations are progressing with their educational programs on a vocational basis, it is evident that an entirely new kind of commercial education for experienced workers in commercial occupations is coming into existence and establishing itself on a sound vocational basis.

EDUCATION AND ECONOMICS

Continued from page one

dustry. Let us then improve this method by putting sequence, system, and order into this training period through cooperation of school and industry.

Inadequate as the education of young people may be at the time they enter upon employment, a large public investment has already been made in it. They are in the "Age of Slippage." More must be done in an educational way if the previous investment is not to be lost.

Education is democracy's most important business. The public is only protecting the investment already made in the education of its young citizens when it insists upon further educational opportunity through the years immediately following initial employment, which are recognized as especially "formative" years.

We have assumed in our educational policy that:

If there are five hundred young people in a community who can be supported while attending high school we may then provide wonderful high school buildings and a fine corps of teachers.

If in that same community, there are five hundred young people between 14 and 18 years of age who are employed and earning $300,000 a year, it has been assumed that the public owes them nothing. It has been assumed that no public provision need be made for their education.

When our young people reach the age of 14 years, we divide them into two groups. The smaller group we send to high school and provide all the modern facilities for a first class high school education. That is right. If there is one thing we owe our children and to which they are entitled, it is an education.

The larger group we send to the factories, the mills, the offices, and the shops. We make them work eight hours, nine hours, ten hours a day, six days a week, and 52 weeks a year.

In many communities, the young people in employment between fourteen and eighteen years of age earn a sum equal to the amount of tax money spent on the entire elementary and high school system of that community.

The intelligent observer of what education does economically and socially cannot fail to see that society has a greater stake in the education of its young people who are employed than it has in the education of the more favored group coming from better situated homes.

Our young workers carry a heavy burden and meet up with many hazards during their daily work. They need at least a part-time contact with school work during their initial years in employment.

They need some of the same kind of health, character and cultural training which our high school students demand as their right. They are preparing to be useful citizens by carrying a portion of the burdens of their community. Ten, twenty, thirty years from now they will be greater assets and more useful citizens if they have a few hours of the school training which a part-time school program can offer.

AFFILIATED STATE ASSOCIATIONS

Continued from page five

3. To insure equitable representation of all sections in the House of Delegates, the Association's governing body.

B—Organizations Approved for Affiliation

1. State Associations. Any group of twenty or more persons interested in vocational education and organized under a constitution in harmony with the constitution of the American Vocational Association.

2. Branch Associations. A local association with a membership of twenty or more persons may be recognized as an affiliated organization, provided that if there is a general organization in the state, recommendation for recognition is made through the state organization.

C—Procedure of Affiliation

1. State Associations. Any state association with twenty or more members is eligible for membership in the American Vocational Association, application for which must be made by the Secretary of the state association to the Secretary of the American Vocational Association. There should be submitted with the application:

a. A copy of the constitution of the organization making application.
b. A roster of officers for the current year.
c. A check for the amount of annual dues as hereinafter prescribed.

The affiliation procedure shall be completed when the foregoing conditions have been met and the application has been approved by the President of the American Vocational Association.

2. Branch Associations. A local organization, other than one state-wide in scope, with a membership of twenty or more persons and operating under a constitution, is eligible to membership as a branch organization. In a state in which there is an affiliated state association, the branch association shall affiliate through the state association. The steps to be taken in affiliation are identical with those outlined for state organizations except that application for affiliation by a branch association is made to the state affiliated association and is considered for approval by the American Vocational Association on recommendation of the state organization.

D—Annual Dues

The annual membership dues of affiliated associations is one dollar for each member. Membership dues are paid to the Secretary of the affiliated organization, who forwards same to the Secretary of the American Vocational Association between September 1 and the date of the annual convention.

The membership year in the American Vocational Association is from September 1 to August 31, inclusive, regardless of when the annual dues are paid.

E—Representation in the House of Delegates

Affiliated associations are entitled to representation on the basis of one delegate for each twenty members and an additional delegate for a major fraction thereof.

F—Affiliated Associations

Thirty-five state associations are now affiliated with the American Vocational Association.

In this number of the News Bulletin will be found a chart showing the general organization of the American Vocational Association. The association is indebted to President R. L. Cooley for this chart.

REDUCED RATES

One and One-half Fare

A. V. A. Convention in Philadelphia

The railroad Trunk Lines of the United States have granted a fare of one and one-half on the certificate plan. This rate will apply only in case 250 or more of those in attendance present certificates secured at the time of the purchase of tickets at the starting point.

Do not fail to secure from the agent at your starting point the required certificate. Ask him about it today. Do not wait until the day you start to Philadelphia.

Turn in your ticket at the registration desk immediately upon your arrival at Philadelphia. You can not purchase ticket at reduced rate for return trip, if your certificate is not properly validated at the Convention.

Do not fail to secure certificate, because unless 250 certificates or more are validated no one can secure reduced fare for the return trip.

Statement of the Ownership, Management, Circulation, Etc., Required by the Act of Congress of August 24, 1912

Of American Vocational Association "News Bulletin" published quarterly at Indianapolis, Indiana, for April 1, 1928.

County of Marion. } ss.
State of Indiana, }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Z. M. Smith, who, having been duly sworn according to law, deposes and says that he is the editor and business manager of the American Vocational Association "News Bulletin," and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, American Vocational Association, Room 225, State House, Indianapolis, Ind.

Editor, Z. M. Smith, Room 225, State House, Indianapolis, Ind.

Managing Editor, None.

Business Manager, Z. M. Smith, Room 225, State House, Indianapolis, Ind.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

R. W. Gregory, Purdue University, Lafayette, Indiana.

R. L. Cooley, Director of Vocational Education, Milwaukee, Wisconsin.

E. E. Sheldon, R. R. Donnelly & Sons Co., Chicago, Ill.

Chas. W. Sylvester, Director of Vocational Education, Baltimore, Maryland.

Z. M. Smith, Room 225, State House, Indianapolis, Ind.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

There are no bondholders, mortgagees or other security holders.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds or other securities than as so stated by him.

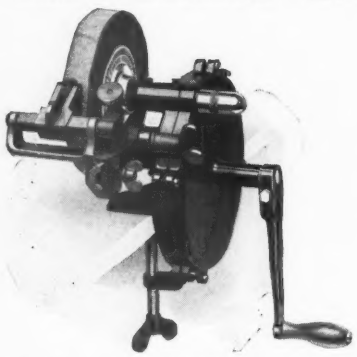
Z. M. SMITH, *Editor.*

Sworn to and subscribed before me this 22nd day of March, 1928.

MARY W. MERRILL, *Notary Public.*

(My commission expires December 15, 1930.)

The American "Liberty" Grinder and Attachments



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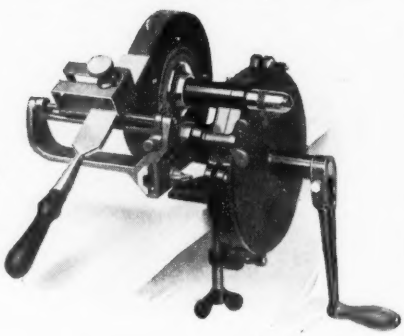

American "Liberty" attachments are very substantial and rigid—hence accuracy is assured. These Grinders have won the highest endorsement of skilled mechanics as well as Vocational Directors.

Let us quote you on your requirements

Write for Descriptive Leaflet

The Milwaukee Circulating Pump & Mfg. Co., 331 Ninth St., Milwaukee, Wis.

SHIP'S NEWS

THE SHIP ELECTS OFFICERS

Captain Phillips Retires after Five Years of Service

The cruise of 1928-29 will see a new captain on the bridge and two additional officers in the crew, as a result of the election just completed under the direction of Captain Phillips.

In conducting this election, blank nominating ballots were mailed from the Pilot House in May to each member of the crew. The report of the nominations thus received was sent out on June 11, with the official ballot for the election of officers, to be returned on or before July 23. The result of the election thus conducted was as follows:

Captain	Waldo C. Wright
First Mate	Ed. Cherry
Second Mate	Fred Bishop
Log Officer	L. L. Simpson
Purser	Gordon E. James
Radio Officer	Arthur Dean
Steward	W. H. Milliken, Jr.
Director Eastern Arts Assn.	W. H. Milliken, Jr.
Director Western Arts Assn.	F. C. Lampe

All officers were thus re-elected except the captain. The directors of the Eastern Arts and Western Arts Associations are newly created positions.

In the nominations Captain Phillips received a preponderance of votes, but "did not choose to run" for another term. He has held the office continuously since the launching of the craft at the meeting of the Vocational Association of the Middle West in St. Louis, January 18, 1924. The most significant feature of the recent election was his letter to the crew, in which he declined to be a candidate, as follows:

Dear Member of the Crew:

In declining to once more be a candidate for "Captain" of "The Ship," I am not ungrateful for the honor of having served you for several years in that capacity. It is a great honor, a great privilege, and to me, personally, was a great pleasure.

It is unfair, however, to make the honor a permanent one. Our newer and younger members are entitled to a chance at this great honor.

During my incumbency of the office of "Captain" I have had the loyal cooperation of every member of "The Ship," as well as friendly assistance from the management of every educational commercial exhibit.

The basic feature of "The Ship," to render a hearty service to the educational associations of this country has been maintained to the mutual benefit of the associations and "The Ship."

In stepping down from the "bridge" to the "deck" I do so with a desire to be of service to the "crew" as well as to those we term "landlubbers" and "pirates," both of them being affectionate terms.

If my experience will be of any benefit to my successor or to any other member of "The Ship" it will be only necessary to request my service.

Members of the crew! Your captain salutes you, and awaits the opportunity to salute his successor at the installation of officers to be held at the Benjamin Franklin Hotel, Philadelphia, Pa., during the convention of the American Vocational Association.

In conclusion, I would urge that the good old ship continue to sail on through the great educational field flying the banners of progress, honesty and service. As Kipling puts it:

"When crew and captain understand each other to the core,
It takes a gale and more than a gale to put their ship ashore;
For the one will do what the other commands, although
they are chilled to the bone,
And both together can live through weather that neither
could face alone."

Nautically yours,

(Signed) F. K. PHILLIPS,
CAPTAIN.

THE ALVAN T. SIMONDS AWARDS

for the best essays on selected economic subjects
conducted by
THE AMERICAN MANAGEMENT ASSOCIATION

The American Management Association announces $1,500 in prizes for the best essays on the subject:

Reducing the Costs of Distribution

These awards have been established by Mr. Alvan T. Simonds, President, Simonds, Saw & Steel Company for the following purposes:

1. To arouse a more general interest in the subject of economics as related to individual and general welfare.

2. To increase the general understanding of the application of economic principles to business.

Awards

1. To a business executive, for the best essay, a first prize of $1,000.

2. To a senior in college, or to a graduate student, or an instructor of less than assistant professor grade, for the best essay, a first prize of $500.

Papers must be in the hands of the Managing Director of the American Management Association, 20 Vesey Street, New York, N. Y., on December 31, 1928.

The essays must be written in English and three typewritten copies must be submitted. An assumed name should be at the end of each sheet. Essays should not be less than 3,000, nor more than 8,000 words in length.

A sealed envelope with the assumed name on the outside and containing the real name and address should accompany each essay submitted.

The essays must be original and not previously published and must not be published nor used in any similar contest before the prizes in this contest are awarded.

The prize-winning essays and the copyrights thereof shall become the property of the donor upon payment of the prizes.

The decision of the judges must be accepted by all concerned as final.

The Gregg Publishing Company deeply regrets to announce that Maida Gregg, Vice-President of the Company and wife of John Robert Gregg, the author of the system of shorthand bearing his name, passed away at their London

home Thursday, June 28. Mrs. Gregg had been in England for the past three months, where she contracted pleurisy which developed into pneumonia.

Mrs. Gregg was born in Missouri within a stone's throw from the birthplace of Mark Twain, of whom she was a great admirer and who was at one time her teacher. Mr. and Mrs. Gregg were married on June 3, 1899, in Chicago, where they lived for nine years. With the establishment of the New York Office of the Gregg Publishing Company, they moved to New York where they have since resided. With the purchase of a chain of schools and the formation of the Gregg Publishing Company Limited in Great Britain, it was found necessary for them to spend about five months of each year there.

For many years Mrs. Gregg took an active part in the affairs of the Company and her keen business ability has always been recognized by those with whom she came in contact. As a hostess, Mrs. Gregg was supreme, and it was the regret of all that during the past few years her health has been such as to limit her activity in this respect. She had that unique ability to surround herself with people who achieved success, and in her drawing room would be found many from the profession of letters and the arts. Mrs. Gregg was a member of the Twelfth Night Club, The National Arts Club, the English-Speaking Union, in New York, and of The American Women's Club and The Forum Club, London. The funeral services were held on July 12 in New York at the Church of the Transfiguration.

SHORTHAND IN TIENTSIN, CHINA

Some indication as to what some of the American troops, now stationed in China, are doing with their spare time between revolutions is given by a report from the *North China Star,* local newspaper of Tientsin, China. The headline reads, "Tientsin Writers Win Certificate in American Test. Shorthand Experts Honored," etc., and in detail tells of the awards made to those who have taken up the study of shorthand under the guidance of Mrs. Grace Norman, "who by the way of celebrating their success in the American system, is presenting a handsome loving cup for the house sports of Tientsin Grammar School."

Of the instructor, the newspaper goes on, "Tiring of inactivity, Mrs. Norman, who has never worked in an office, took up the study of shorthand as a hobby two years ago, and has accomplished a lot of good in the city with the money she has received." Concluding, it says, "While teaching the military classes, both British and American, last winter, she gave the proceeds of the funds to All Saints Church. The cup for the water polo at the swimming club was given by Mrs. Norman as a tribute to the success of a group who won certificates in shorthand. Mrs. Norman has now won the Gregg Shorthand Gold Seal Teachers' Certificate, the highest honor among professional teachers, and was awarded a solid gold and pearl pin by the Art and Credentials Department of the *Gregg Writer* as a tribute of appreciation for the work she has accomplished in China.

Among the winners of the shorthand awards were Ralph Bauknight of the 15th Infantry; Miss Evelyn Mericle of the American Hospital of the 15th Infantry; William Thompson of the British Military Post; F. W. Robertson, T. Hardy, John W. Stephenson and W. Paterson, all of the East Yorkshire Regiment.

BRITISH PUPILS WILL TOUR CANADA

Three students of the Gregg Schools of Great Britain have been included among the winners of the $100,000 Empire Free Travel and Scholarship Scheme of the London Daily Sketch who will tour Canada from coast to coast, according to word received here today.

The winning Gregg students are Alwyn L. Chinchan, fourteen years old, of Brighton; Mary W. Inglis, fifteen years old, of Glasgow; and Donald S. Pott, of Manchester, seventeen years old. These "young ambassadors," as they are called by the Prince of Wales, are invited to visit his ranch in Alberta. They will cover 15,000 miles by sea and land, accompanied by Lady Marjorie Dalrymple, sister of the Earl of Stair, and Kenneth Lindsay, ex-President of the Oxford Union Society.

Miss Chinchan was awarded an additional £25 for "pocket money" by the local Cinema, and £10 by the school's organization. The schools also awarded £10 each to the two other winning members. Each of these winners had previously secured a scholarship in the Gregg Schools.

IRISH FREE STATE NOW OFFERS BACHELOR OF COMMERCE DEGREE

For the first time in the history of the country the Irish Free State offers the degree of Bachelor of Commerce including among the subjects required, shorthand and typewriting. Announcement has just been made by Trinity College, Dublin, of the awarding of the first degree of its kind to Miss Elizabeth A. Berry, a graduate of the Gregg School, Dublin. Considerable credit is given in commercial education circles for this modern step by the Faculty of Trinity College, to Dr. John F. Burke, Inspector of Commercial Subjects for the Irish Free State.

MACHINE WORK

By

THERON J. PALMATEER

"MR. PALMATEER has written a book which should prove indispensable to the shop teacher in machine-shop practice. Without sacrificing its essentially practical character, the book contains considerable detailed information about fundamental machine-shop practices."—*Vocational Education*—25 working drawings, 40 halftones, and 150 line illustrations.

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